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At the hustings: the three main parties' education spokesmen (left: Giles Radice, Labour, centre: Paddy Ashdown, Alliance, right: Kenneth Baker, Conservative) woo the voters in their constituencies.

Opted-out schools face HMI 'policing'

by Barry Hugill

Mr Kenneth Baker pledged this week that schools opting out of the state system would not be allowed to introduce "backdoor selection". The Secretary of State said he would expect Her Majesty's Inspectorate to monitor schools to ensure that heads were not surreptitiously reintroducing the 11-plus.

His plan was immediately condemned by a senior educational administrator as unrealistic. Sir Roy Harding, the general secretary of the Society of Education Officers, said that HMI did not have the resources to do the job.

"They only have the resources to do sampling of local authority schools, rather than full inspections, at the moment," he said. "There would have to be massive recruitment if they had to police the schools that chose to opt out."

Mr Baker, in explaining the mechanics of the Tory plan to allow schools to opt for "grant-maintained status", said such schools would have to enter into a contract with the Secretary of State.

"The agreement would place an obligation on the schools to provide a core curriculum and to recruit pupils from within the existing local authority catchment area," he said.

"The schools will continue in the same form as they were under the

State. A grammar school will remain a grammar school, a comprehensive a comprehensive and a secondary modern a secondary modern."

He stressed that comprehensive schools opting out would have to continue to take pupils from across the full ability range. The job of HMI would be to check that the schools maintained "a balanced intake".

Mr Baker denied press reports that

General election, pages 15-17

he was in disagreement with Mrs Thatcher.

His explanation of the opting-out plan is, however, markedly different from Mrs Thatcher's. She told a press conference last week that it was up to the schools to choose the pupils they wanted.

Mr Baker confirmed that ownership of grant-maintained schools would rest with charitable trusts set up to run the schools. He ruled out the payment of compensation by the Government to the local authorities for loss of a capital asset.

The plan has come under fierce attack from both the Labour Party and the Alliance. The Liberal leader, Mr David Steel, said on Monday that Mr

Baker was a "boot boy" kicking in the windows of the state education system. Labour's Mr Giles Radice accused the Government of attempting to "cover up" its appalling stewardship of the nation's schools by offering "crackpot schemes" such as opting out and open enrolment.

Sir Roy, not previously noted as a critic of Government policy, predicted that opting out would create serious problems for local education authorities attempting to plan for the future.

And he warned that, although Mr Baker had ruled out selection by ability, selection by ability to pay could be introduced.

Private education is the area having most to fear from Mr Baker's grant-aided "independent" schools, says the latest issue of *ACT NOW*, journal of the Association of Christian Teachers. "These schools will give private schools their most severe competition since the 11-plus drove fee-payers out of grammar schools."

A poll of almost 500 teachers in higher education published in *The Times* shows that Labour and the Alliance are running neck and neck with 39 per cent support each. Only 17 per cent would vote Conservative, according to the poll conducted by MORI.

White male job-seekers do worst in ILEA survey

by Jeremy Sutcliffe

A disproportionately large number of 16-year-old white male school-leavers failed to find work last summer, an Inner London Education Authority study has shown.

Afro-Caribbean boys did better than their white counterparts, but were still over-represented on the unemployment list. White girls did disproportionately well, while girls from both Afro-Caribbean and Asian backgrounds did better than average.

This is the first time the ILEA has carried out detailed monitoring by sex and ethnic origin of school-leavers. The results are bound to be controversial, because they conflict with the limited amount of racial analysis done by other authorities.

Although based on one year's figures, and therefore to be treated cautiously, the clear message is that, in inner London, it is the white male who typically does worst by leaving school at 16.

Of the 10,000 ILEA 16-year-olds surveyed, exactly one third were white males. Yet of the 2,500 who joined the dole queue, 42 per cent were white males. That means white boys were over-represented on the register by 27 per cent.

In contrast, white girls, who also made up a third of the sample group, were under-represented on the register by 27 per cent.

Continued on page 3

Newham phases in integration

by Sue Surkes

The London borough of Newham is starting to implement what is thought to be the clearest policy statement yet by a local education authority in favour of desegregating special education.

An advisory teacher to co-ordinate support teaching for statemented children in ordinary schools has been appointed and is designating a teacher in every school to liaise between the school, the advisory teacher, and any other school involved with the child.

The identification and assessment of special needs are being made a priority

in teacher in-service training. A project team of education department officers will shortly be set up to look at resource implications and other aspects of policy.

Mr Andrew Lockhart, Newham's director of education, said the long-term goal was to integrate as many special needs pupils as possible into mainstream schools and to turn special schools into resource bases. But he added that special school provision was likely to remain for the "foreseeable future".

The Sun can't

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Neighbourhood school news

On a good subject

News Focus: student loans

Publish and be damned

On the election trail

Children's Books

A matter of choice

The surest sign that education is a serious contender for a place in the top six election issues is not so much the changing small print of the opinion polls, as the way that all the major party leaders are muscling in on the territory of their spokesmen.

At this level of debate, it is inevitable that we should get a simplistic exchange featuring symbolic words like "choice" and "cheque books", rather than any clear idea of what any party's promises would mean for the national service as it is now run.

Barry Hugill's interviews with the political front-men on education on pages 16 and 17 reveal the Alliance's Paddy Ashdown dreaming of at least one impossible thought before breakfast and Labour's Giles Radice, as *The TES* observed earlier in the campaign, cast in a conservative role defending the educational partnership the way it used to be.

In his interview Mr Baker discloses further instalments of his interpretation of direct funding, opting-out and who-thought-of-it-first, but it remains true that the rhetoric of choice does more to obscure than throw light on the real implications of the very latest Conservative proposals.

To consider how one person's choice might affect planning and provision (and choices) for other people's children would be a boring, bureaucratic imposition when it comes to instant vote-catching but, all the same, it is worth thinking through just what "choice" can mean, before it is too late.

Perhaps the first thing to remember is that when some schools are more desirable than others it is the schools, rather than the parents, which do most of the choosing.

Looking at the system of schools the Conservatives now want to create there will be, first, the selective schools. The independent schools which now take around 7 per cent of the secondary school population (including some 10,000 places on the assisted places

scheme) are subject to the same limits on capacity as schools in the state system. Parents do not so much choose such schools as apply to them. Neither choice nor chequebooks will guarantee a place at Eton, and there is no one to appeal to if your child is not chosen.

City technology colleges will by definition be in inner cities, and using empty school buildings, so they will be created where no new school places are needed. In theory, that should give parents real choice, but the CTCs will be free to choose pupils from those who apply on the basis of interviews, primary school recommendations and aptitude tests. It is not yet clear to whom rejected parents could appeal.

Mr Baker is insisting that the group of schools which choose to opt out of local authority control in favour of direct funding by the Secretary of State will be non-selective, at least until they have had a chance to settle down for a few years and apply for change of status. But after the existing group of parents and governors has voted by a simple majority in a secret ballot to opt out, the schools will be likely to accept or reject applications for future intakes by interview or testing. If the Secretary of State has to listen to appeals from the rejected he - or his officials - will have their hands full. Local authority officials will remember with deep anguish the days before the (Conservative) Education Act of 1980 laid down admissions groundrules, when they had to cope with the marches, sit-ins and violent scenes created by disappointed parents.

Finally, of course, there will be little choice for parents of the majority of children still catered for by the local education authorities. Given the other Tory proposal of open enrolment for the most sought-after schools remaining under the l.e.a. umbrella, those at the lower end of the pecking order will be able to offer only an impoverished curriculum. Local authorities may not be able to close down those left-over schools, no matter how pressing the need to

save money, especially in areas which cannot count on a stable population.

Of course, some parents will get the schools of their choice, and break free from the local planners or political fanatics. But as with selection for grammar schools it can only be a minority.

There are other considerations. It is reassuring that opting-out schools will be contracted to follow the national curriculum and maintain the balance of existing intakes, but Sir Roy Harding must be right to doubt whether the understaffed HMI can monitor these conditions as Mr Baker plans. Perhaps they will be taken off those reports monitoring the effect of spending cuts on standards, which have made the object of suspicion amongst the radical Right?

And what sort of schools and parents will go for the grant maintained model? Mr Baker himself implies inner city refugees from the loony Left, and mentions schools under threat - they might be single-sex, or any school anxious to keep its sixth form.

Leaving aside the nonsense this makes of the DES's own circular on taking costly surplus places out of use, this promises financial nightmares for governors trying to make a viable proposal to the DES (and presumably the Treasury, since the cost of the schools will now fall on the taxpayer rather than the ratepayer). Per capita funding worked in the 'sixties when rolls were going up, but is acknowledged to be much harder to budget with where they are going down, which is likely to be the case in Mr Baker's examples. A school will have to be very sure of its intake for some years ahead to launch out alone, and so will the officials who check their figures.

The Conservative leaders may be right in wanting to introduce more choice and variety into the system, and their opponents may have missed a trick by denying it for so long, but the current proposals are going to call for many more bureaucrats in Whitehall.

COMMENT

Equality counts

The new figures on London 16-year-old school-leavers (page 1) are both fascinating and tantalizing. No firm conclusions can be drawn from a study covering only one year, where 15 per cent of the sample declined to give their ethnic origins, and where the numbers in some ethnic groups are too small for significant findings.

But the findings provoke much interesting speculation about educational and job chances of black school-leavers, and demonstrate beyond doubt that the Inner London Education Authority is right to attempt such monitoring.

The first, and most important, speculation is that the ILBA focus on equal opportunities may be starting to pay off. Working-class boys, both Afro-Caribbean and white, come at the bottom of the heap - but, unlike the results in Bradford, the blacks did not do worse than the whites. Asian boys and Afro-Caribbean girls did not do badly in the employment stakes, and white girls did best of all.

Of course, these figures reflect the employment patterns in London, with service and clerical jobs holding up while manufacturing jobs decline. (In Bradford, prospects overall are bleak.) They also do not reflect the different aspirations of different groups, and of boys and girls.

But when they are put together with the new figures on students in further education - another example of the ILBA's admirable efforts in research and statistics - they do suggest that within ILBA boundaries, young blacks and particularly young black women may be breaking through in reasonable numbers, even though we will have to wait for the final published analyses, and for evidence from future years, to be sure.



Such cautious grounds for optimism on the equal opportunities front have to be seen against the generally gloomy employment prospects in the capital, and their social consequences. Dr Ian Gordon's analysis (page 18) reads bleakly for young people - and particularly boys - who come from the more deprived areas.

There is one ray of light in the gloom. The London Compact, where employers and schools are getting together in London's East End to agree curriculum targets, design a school-leaver's certificate that fits the needs of all parties, and guarantee jobs to youngsters from local schools, is still in its infancy. But it is an extremely healthy development, and one that other areas where social and racial prejudice is hampering the employment chances of inner city youngsters would do well to follow.

Although the scheme cannot create significantly more jobs, it can do a great deal to break down the prejudices and stereotypes, and improve the chances of qualified youngsters in inner London against those from areas that are materially much better off.

Unemployment may be with us for a long time - but where, as in London, there are still reasonable numbers of jobs to be found, it is important that the young are not discouraged by allowing

Confronting parents

Pessimists predicted two possible outcomes for the annual meetings for parents that governors are required to hold by the end of this term. One was that few parents would attend such meetings; the other that, when they did show up, the inevitable altercations would do nothing but damage to home-school relations.

As these meetings get underway, it is not difficult to find examples of both of these. There may be cases where droves of grateful parents are turning up to cheer to the echo the dedicated work of their teachers, but these have yet to come to light.

It is far from clear what we should make of the sort of turnout at annual meetings reported from Rotherham on page 3. So far only two out of 26 Rotherham schools have actually reached the modest 20 per cent quorum of parents that would enable them to pass a resolution. Attendances in many schools were in single figures.

It may be argued that such parents must be satisfied with their school or apathetic. It is possible too that a school that is closed to parents in other ways is more than capable of organizing a meeting that is uninviting enough to deter already alienated parents.

It does not follow, either, that the few schools reporting better exchanges necessarily had it coming to them. Good parent-teacher relations require goodwill and forbearance on both sides - commodities rendered scarce after years of industrial action that goes well beyond the remit of individual schools.

There are those who believe these meetings are meant to be confrontational. They certainly are a token of Mr Baker's policy, but they seem to be breaking down in the face of the reality. The producers of education by allowing

the voice of the consumer to be heard. No doubt they are also intended to stiffen the resolve of governors to tackle controversial matters by making governing bodies accountable - verbally at least to parents. But it is equally possible that they will affect their resolve in other directions too.

They may embolden governors to take a more public stance on what they regard as inadequate funding or maintenance by the local authority. On the other hand, the position these meetings put governors in - effectively one in which they appear to have responsibility and yet have few real powers - may simply be the last straw for many. It will not be at all surprising to hear soon of widespread resignations, particularly of chairmen and women anxious to be relieved of the increasing load heaped upon them with little preparation or training.

It was Mr Baker's wish to see this semblance of consumer control in operation before the election, hence the rush to get these meetings off the ground before the end of the academic - and parliamentary - term.

But be all this as it may, these meetings are now a fixture in the school calendar and not a wholly bad idea. No school can afford to feel proud or complacent about poorly attended meetings or to take umbrage at harsh judgements. Both should be treated as a failure to communicate enthusiasm for what the school is about.

NO COMMENT

"Fire arrangements as deputy fire officer: contact with canteen supervisor and co-ordination of dining arrangements; links with caretaker; responsible for bicycle arrangements; co-ordinable arrangements; responsible for job description in advertisement for deputy head in Avon."

Second opinion

Some will be more unequal than others

It is rightly recognized that education has an enormous effect on what happens in County Tyrone escaped ambush last year. We have unity or division - but the bus in which they were existence of the independent evening home was raked with gun-ensures inequality in provision.

The Government's present proposal to spread that inequality even further on the principle that "to the victors shall be given..."

First, successful schools, those which have made a gateway along comprehensive schools, are to be Melmount Road, on the outskirts of Strabane.

How nice, incidentally, but usual, to have public acknowledgment that there can be such a thing as a British university for 13 viced from the local education authority, the Wilson laboratory at the thorty, pupils will have to be selected by the local education authority. Can one seriously imagine the local education authority of London University, comprehensive school will be opened by Professor Bill maintain its comprehensive nature, chair of the Science and the face of all the pressures, engineering Research Council.

parents for academic success, from staff, naturally enough, for with the best academic potential, the Prime Minister suggests "interventions" is being set up in the Inner Will schools hold them to ensure Education Authority to trace quota of less-motivated, less-able, less-able families in bed and breakfast centres, less-supportive parents? It is a bit of a mystery, but it is missing incidentally, been amazing to find in north-west London. An estimate of 2,571 families are in 148 bed and the Secretary of State and the Prime Minister, of accommodation, says the present allocation procedures, of accommodation, says the school is open to all, then the final ability to provide travel, possibly long distances, becomes a critical factor, and then, when the local school is filled up, presumably by travellers from a distance, presumably by unselected pupils like. Early action could lead to a nearby will have to pay extra for action in severe injuries later, Mr children to go to the disadvantaged, North-West regional school some miles away. Only if the factor of the NSPC, told the annual conference of the Association of Chief city technology college will pay for travel be provided.

Second, divisiveness will be engaged by the proposed assessments 11 and 14. Of course it is clear now they have to be introduced - to provide a basis for selection. And in the north, now counts towards a degree, economy, success will be every Council for National Academic all teaching, all organization will be agreed that the computer ing scheme at IBM Portsmouth would count as one-third of an honours degree. The company is currently clients in this free for all? And so, putting 20 sixth-formers who will remember all too vividly from IBM training with day and 1950s, pupils will be streamed by sex release at Portsmouth with the majority labelled as fully technical.

Finally, we have city technology colleges. Faced with determined opposition, not least from the majority of industry, the Government has had to resort to inducement. Industry was to fund these institutions - now we find that the savings will be offered to potential sponsors. Evidently it is tax money that will pay! The colleges to cater for deprived inner city. Now there are to be free bus children to travel up to 45 minutes only does this reveal the truth in these colleges are for affluent suburbs, after all, as many of us suspected, also contradicts present legislation. Adult Literacy and Basic Skills which says that no help can be given to the organization's annual transport up to three miles. Not a reference in London that more than the only change of practice to be expected to be "problems" reading, writing and doing their own staff as teachers. The grateful for the reassurance of their own staff in shortage subjects: maths, physics, craft design and technology, may not after all, be the parents may discover the agreed grants of 21 million in total rather more to being a teacher of mathematics and craft, design and technology.

On the evidence above, the new types of training rather than for tive education policy is divisive. The results will be more than "half our future".

IN BRIEF

Pupils escape bus ambush

Only one parent attended the annual parents' meeting at a 646-pupil comprehensive school in Rotherham, according to the local branch of the National Association of Head Teachers.

Other turn-outs included one parent for a 140-pupil nursery school, two parents for a 249-pupil junior and mixed infants' school, three parents at a 585-pupil school of the same type, 21 at a 1,140-pupil comprehensive and 42 at a 1,772-pupil school.

Figures were compiled from 26 schools, among the first in the country to hold annual meetings required by the 1986 Education Act. Only at two was a 20 per cent quorum reached, allowing the meeting to pass resolutions for consideration by the governors, headteacher or local authority.

The figures worried the education committee chairman, Mr Terry Sharman, who plans to count the cost of complying with the law both on the annual meetings and presentation by governors of annual school reports.

Laboratory opens

The first new physics building to be built at a British university for 13 years, the Wilson laboratory at the thorty, pupils will have to be selected by the local education authority. Can one seriously imagine the local education authority of London University, comprehensive school will be opened by Professor Bill maintain its comprehensive nature, chair of the Science and the face of all the pressures, engineering Research Council.

Search task

The figures worried the education committee chairman, Mr Terry Sharman, who plans to count the cost of complying with the law both on the annual meetings and presentation by governors of annual school reports.

Abuse action

Teachers and teachers should respond immediately to signs of child abuse, a national society for the prevention of child abuse, the National Society for the Prevention of Child Abuse, has said.

Degree points

Portsmouth training scheme in Portsmouth, now counts towards a degree, economy, success will be every Council for National Academic all teaching, all organization will be agreed that the computer ing scheme at IBM Portsmouth would count as one-third of an honours degree. The company is currently clients in this free for all? And so, putting 20 sixth-formers who will remember all too vividly from IBM training with day and 1950s, pupils will be streamed by sex release at Portsmouth with the majority labelled as fully technical.

Disease threat

Snails used in school biology experiments could carry meningitis, the Department of Education and Science warned education authorities last week. The 10-inch long snails, imported from Taiwan and South-East Asia, are also for sale in pet shops.

Adult problem

Adult literacy and basic skills: the organization's annual transport up to three miles. Not a reference in London that more than the only change of practice to be expected to be "problems" reading, writing and doing their own staff as teachers. The grateful for the reassurance of their own staff in shortage subjects: maths, physics, craft design and technology, may not after all, be the parents may discover the agreed grants of 21 million in total rather more to being a teacher of mathematics and craft, design and technology.

Training grants

The money will be used to develop new types of training rather than for tive education policy is divisive. The results will be more than "half our future".

NEWS

Parents spurn annual meetings

by James Meikle

Only one parent attended the annual parents' meeting at a 646-pupil comprehensive school in Rotherham, according to the local branch of the National Association of Head Teachers.

Other turn-outs included one parent for a 140-pupil nursery school, two parents for a 249-pupil junior and mixed infants' school, three parents at a 585-pupil school of the same type, 21 at a 1,140-pupil comprehensive and 42 at a 1,772-pupil school.

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The figures worried the education committee chairman, Mr Terry Sharman, who plans to count the cost of complying with the law both on the annual meetings and presentation by governors of annual school reports.

"I have always held the view these meetings would be a waste of time. Parents are really interested in their own children and will talk personally to the school. This has cost us both money and manpower which could have been put to better educational use."

Mrs Pat Moss, assistant secretary of the Rotherham NAHT, said: "The majority of our schools are open every day. Parents come and go. Some help us. An annual meeting puts them in a formal situation. If they have a complaint they are knocking on our doors in the morning, not waiting for months for the next meeting. The meetings seemed to have wasted time and money, she said.

Most schools have still to arrange their annual meetings, although some have been held. The attendance has been patchy.

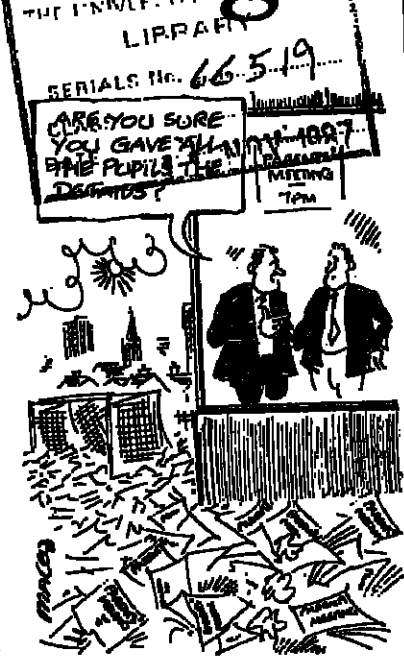
The National Confederation of Parent-Teacher Associations is concerned that parental apathy could leave the way open for "extremist" lobbyists.

Defensive attitudes on the part of teachers and overdone formality, either in reports or conduct of meetings, are likely to dissuade parents, the association fears.

Holding an annual meeting the same evening as a school concert, exhibition of work, or video demonstration of classroom work is one way of encouraging a "broad church" of parental interest, the organization suggests.

Teachers will confirm parents' worst fears if, as recommended by some union leaders, they refuse to attend annual parents' meetings, according to the Advisory Centre for Education.

The consumer pressure group argues, in its latest information sheet, that the meetings required under the Act provide an ideal opportunity to strengthen links between parents and schools. But it says the occasions should not be used by parents as "a forum for teacher-bashing".



White male job-seekers do worst in ILEA survey

continued from page 1

did disproportionately well. Among unemployed youngsters, they made up only 24 per cent - and so were under-represented by more than a quarter.

Similarly, girls from both Afro-Caribbean and Asian backgrounds seem to have done better than expected (see below).

Boys from Afro-Caribbean backgrounds also appear to suffer, while Asian boys seem to do disproportionately well. Because of the much smaller percentages, however, it is impossible to draw clear conclusions. The statistics are also confused by the sizeable group of youngsters who declined to state their ethnic origins.

The survey data was published at an ILEA conference, Jobs for Londoners, last week. Mrs Pat White, the authority's principal careers officer, cited them as evidence that, despite widespread discrimination by employers, black and Asian youngsters - particularly girls - appeared to be more adaptable to the labour market.

Mrs White painted a gloomy picture of the effect rapid changes in London employment prospects was having on Londoners. The loss of a million manufacturing jobs and the move towards clerical, managerial and professional jobs had radically shifted the balance of opportunities in favour of less disadvantaged school-leavers from outer London, the Home Counties and elsewhere.

One reason for the high incidence of unemployment among white males appears to be social class. Whereas ethnic minority groups and girls have to cope with discrimination by employers, youngsters growing up in traditional working-class areas of inner London, notably the East End, have to cope with severe deprivation.

The ILEA's analysis suggests that, where there is deprivation, girls and ethnic groups are adapting better to the changing jobs market. This is also borne out by a study of inner-London pupils who went on to further education last year, which shows that proportionally double the number of Asian and Afro-Caribbean youngsters went to college to improve their education and skills. Girls also did proportionately better.

A detailed analysis of these FE figures is yet to be published, but it is expected to show that both white and Afro-Caribbean boys are more likely to go on to low-grade FE courses.

Little ethnic monitoring of pupils' destinations at 16 has been done by i.e.s.s. In Bradford, however, where it is already established, black youngsters come off worse in employment terms.

Last year, only 8.5 per cent of black youngsters who entered the jobs market found work, compared with 32.5 per cent of whites. No breakdown is given for Asian and Afro-Caribbean youngsters.

However, when it comes to staying on in education, blacks do much better. Perhaps because of employment discrimination, 49 per cent of black pupils stayed on in education after the fifth year, compared with 31 per cent of whites. The differing patterns appear to reflect parental aspirations in Bradford.



Course combats shortages

Two senior lecturers at Birmingham University have won the financial backing of the Manpower Services Commission to develop physics and mathematics courses which will appeal to students without A levels in the subjects. The aim is to tackle the current shortage of teachers in these subjects.

Dr Alastair Rae, senior physics lecturer, and Mr Maurice Tebbutt, of the university's curriculum studies department, will also investigate alternative attitudes to shortage science subjects.

A working party in the university physics department is already developing a curriculum for a more broadly-based honours course, covering physical science and technology.

Nottingham University wants to attract graduates, especially women, to retrain on an intensive two-year course to become maths teachers. With University Grants Committee funding of £150,000 over three years, the school of education and the maths department are aiming to recruit 45 students over the next three years.

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PLATFORM

NEWS

Ernest Armstrong reviews the evolution of schooling in the post-war era and concludes that education could still prove to be the key to the Good Society – but only if the teachers' *esprit de corps* is revived and channelled into real, child-centred learning.

The case for morale rearmament

I went to Westminster in 1964 determined to change the world. For me, education was the key to the Good Society. I attended the village school in the West Durham mining village where I was born, went to the grammar school in 1926 and then on to teacher training college in Leeds. My teaching career was in primary schools with 10 years as headteacher. In the six years before entering Parliament I was chairman of Sunderland education authority.

Imagine my delight in 1974 when I was appointed a junior minister in the DES with special responsibility for schools. Time spent there was challenging, exciting and all too short. One of my first tasks was to deal with the school building programme and I was certain I could rearrange priorities. In fact, the room for manoeuvre was very limited. Movements of population, new housing estates and schemes already agreed swallowed up the great proportion of money available. I recall the Monday mornings returning from the North-East with various ideas after listening to parents and teachers in West Durham only to be told "You can't do that minister – that is the prerogative of the local authority".

I realized that the education service is a partnership and I was continually heartened in the many visits I made to all parts of the country by the determination of elected members, officers and teachers to give what they regarded as the very best service to the children for whom they were responsible.

Teacher morale is absolutely crucial to good schools. The most important job for governing bodies is the appointment of headteachers. Circulars from the DES, resolutions from governors, monitoring by the local education authority and even a good advisory service cannot compensate for a head not up to the job.

We are all prisoners of our early experiences. In my village school, a little less so in the grammar school but certainly in my teacher training, much more emphasis was placed on the child as a person rather than on the subject taught. Teachers were expected to be involved in local community life. In school we had teachers taking part in activities across the board and less specialization. We had more general practitioners working in a closely-knit community rather than specialists responsible for an isolated department.



Pre-war teachers tended to be general practitioners working in a closely-knit community rather than specialists responsible for an isolated department.

Values, helpful attitudes and responsible behaviour outside school were regarded as part and parcel of the education process. Since 1945 the pendulum has swung too far in the opposite direction. We have become obsessed with paper qualifications. We need experts and professionals but the real quality of life has not been hindered by the lack of technical know-how. It has been stifled by concentration on "success" measured in material terms.

Fame, even notoriety, and certainly the ability to make money without any regard to the social consequences have all too often replaced honesty, integrity and the service to others. "Is it legal?" rather than "Is it fair and just?" has become commonplace. Turning out graduates who are intelligent and ambitious, whose purpose in life is to "get on" in the material sense is not true and meaningful education. Caring

and academic achievement are not alternatives; they are both ingredients of a sound education.

What needs to be done? I am a neighbourhood school man. We specialize and segregate our children far

I have heard intelligent, well-meaning high-flyers completely remote from the real situation out there where it all happens

too early. We have been critical of "social engineering" but we continue to remove children from local schools where they feel secure in familiar surroundings – essential ingredients in the learning process. Schools cannot solve all our social problems but they

have a vital role to play. When they serve all the children in the neighbourhood, recognizing the worth of each child in a secure, tolerant and friendly community, schools will be the effective educational units I want to see.

In my six years as Deputy Speaker in the Chair at the Commons it has been borne upon me that we isolate our academics far too rigidly. I have heard intelligent, well-meaning high-flyers well briefed on statistics by competent research assistants speaking on the great issues of the day but completely remote from the real situation out there where it all happens. Legal jargon, bureaucratic answers, are no substitute for personal contact and a sharing of actual experience. The House of Commons must be a very intelligent institution with 60 per cent of Members university graduates but the rigid selective nature of our education service all too often has made

leaders in the community separate and unaware of the impact of legislation on the ordinary family.

I come back to the absolute priority – the restoration of morale in the teaching profession. At 9 am on Monday when the classroom door is closed it is the attitude, competence and personality of the teacher that excludes all other considerations. I help a child to grow and realize its potential presents problems far more complex and intractable than putting man on the moon or building the most intricate computer but it is also a great deal more important and infinitely more worth while.

Ernest Armstrong retired from House of Commons last month after years as Deputy Speaker and 23 years as Labour MP for North Durham. He was an education minister from 1974 to 1975.



Pop politics: sixth-formers from Northumberland Park school in the London borough of Haringey recorded an interview on video last month with singer Labi Siffre as part of their studies on the media and South Africa. He was appearing the same day on BBC Television's *Top of the Pops*, singing "Something Inside So Strong", which has lyrics about South Africa and apartheid. The video will be available to schools in the borough from the multicultural curriculum support group.

Donations bolster primary budgets by one-third

by James Meikle

Voluntary fund-raising and charitable donations now account for more than one-third of the money spent on books, equipment and materials in primary schools, according to the preliminary findings of a survey revealed this week.

In special schools, outside funds account for nearly half of such spending, although the proportion is significantly smaller in secondary schools.

Mr Doug McAvo, acting general secretary of the National Union of Teachers – which conducted the survey with the British Educational Equipment Association – said average spending by government and local authorities for each primary school pupil now stood at £18.04, while contributions from parents, voluntary bodies and charities stood at £11.89.

The figures for special schools were £64 and £61 respectively, while in

secondary schools the normal capitalisation stood at £40.27 with only £6.07 a pupil coming from outside sources.

The figures were based on the first 200 returns from 83 local authorities to the 2,800-school survey.

Parental contributions raised as much as £16,000 a year at a Berkshire secondary school and £15,000 at a Durham school. Overall provision was described as "inadequate" and "totally inadequate" in 73 per cent of the schools that replied.

Teachers at a hearing-impaired unit in Buckinghamshire said they had been told to cut paper towels in half. "The towels then don't fit the dispensers so we have to stand outside the lavatories and hand them into the children." However, the authority said it was an issue that should be taken up with the headteacher, adding: "We do not think it is necessary for anybody to cut up paper towels."

Both organizations say they are not trying to influence people into an anti-Tory vote but want all political parties to recognize the need for more spending.

Mr Dominic Savage, director of the BEEA, said that between 1978/79 and 1985/86, spending had dropped by 12 per cent in the secondary sector and by 16.6 per cent in primary schools.

"Schools around England look with envy at expenditure levels in the Inner London Education Authority, estimated for 1985/86 as £56 per primary school pupil and £102 per secondary student on equipment, materials and books. Taking LEA expenditure as our goal we would need to double the average expenditure. Achieving this and making our schools the best resourced in Europe would add less than 2 per cent to the total education budget."

Industrialist heads FE unit

by Ian Nash

Mr Alan Ainsworth, the personnel officer for John Player, has been appointed chairman of the Further Education Unit. This is the first time the college curriculum development body has been headed by an industrialist.

Mr Kenneth Baker, the Education Secretary, made it known that he wanted an increased industrial presence on the FEU following the announcement of the retirement this summer of the present chairman, Mr Joselyn Owen, the chief education officer for Devon.

However, an educationist will remain in charge of the day-to-day management of the unit with the appointment of Mr Geoff Stanton, the vice-principal in charge of curriculum evaluation at Richmond tertiary college, as chief executive.

Mr Stanton will replace Mr Jack Mansell, who retires this autumn. He has considerable experience with the FEU both as a board member and as a senior official in the further education sector.

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An unprofessional Government

Conrad Russell has been ideologically opposed to Conservatism since 1945 but for the first time he now feels that, as a university lecturer, he has a professional obligation to try to bring about its defeat. Here he explains why that realization alarms him

who survive in universities are well aware of a conflict of loyalties between their party and their profession.

We should perhaps draw back from the brink before, rather than after, it becomes impossible for us all to live in the same country. There is an obligation, though the City and the miners may have failed to recognize it, to accept the policies of a duly elected government. Yet there is a corresponding obligation on a government not to drive those who must consent to such a point of desperation that they cannot, if we are to avoid the point of collapse, the Conservative Party, as well as us, must draw back from the brink.

If they are to do this, they must stop telling us that our budgets have increased in "real terms": the claim is so contrary to our daily experience that it leaves us, like the junior hospital doctors, "incensed". They must accept that the difference between the retail price index and the index of health service costs at our universities is

means something.

To be told, as I recently was at an academic committee, that the body concerned was offered "level funding, that is a cut of some 2 per cent" does not increase confidence. If they cannot offer us real level funding, that must be accepted: determining the level of public spending is the prerogative of an elected government. In return, they must accept that if they cannot offer genuine level funding, they must accept a proportionate reduction in the scale of the services we are committed to offer.

They must accept that they cannot force all of society into a market model. In a full working society, there must be room for the ideal of service as well as the ideal of profit. An education service of producers and consumers is as much part of *Utopia in Wonderland* as a factory of tutors and pupils. They must accept that a profession is something more than a restrictive guild. It is a social institution, a body of people who live by different ideals, because they perform a different task.

Otherwise, they risk reducing all



Looking at higher education in terms of producers and consumers is an *Alice in Wonderland* activity.

However much they may regret the fact, they are no more competent to decide what is worth-while research, or what is good teaching practice, than they are to decide, on grounds of commercial efficiency, which patients should have operations. They must not become so obsessed in the pursuit of a market society that they do not accept that a full society needs some people who live by different ideals, because they perform a different task.

Otherwise, they risk reducing all

Roman Catholics in Northern Ireland. They must, in short, accept what the Conservative Party always used to know, that government does not always know best.

If they learn these lessons, it is to be hoped that we remember them when the Conservatives are next in opposition. Otherwise, we may find that of society is not merely divided, but divided to the point of collapse.

Conrad Russell is Assoc. Professor of British History at University College London.

James Meikle on the latest attempts to restore classroom peace

Son of Burnham poised for post-election launch



Teacher unions and Labour-led local authorities will this week finalize plans for a National Joint Council to be put before the new Education Secretary after the election.

They say the proposals aimed at best signal the end of the strikes aimed at the restoration of negotiating rights, and at worst provide a forum for discussing detailed conditions of service, including teacher numbers, class sizes and cover arrangements, even while pay is determined by ministers.

Half-day stoppages are continuing in 52 local authorities until Wednesday, the eve of polling day, to keep the suspension of negotiations by the Government in the public eye. Members of the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers are involved.

Agreement in principle to an NJC was reached this week between four of the six unions represented on the former Burnham pay negotiating committee and members of all main parties on the employers' side, except the Conservative element on the Labour-dominated Association of Metropolitan Authorities.

The proposals offer a place for ministers' representatives, although a constitution has still to be determined. The new NJC, however, will be far smaller than Burnham and far wider in its scope.

The Professional Association of Teachers has reservations about conflicts with the planned interim committee advising ministers if the Conservatives are returned, and refers to the

exercise as "back to Burnham". The National Association of Head Teachers is suspicious of political motives behind the NJC plan and has not been lured by the employers' intentions to discuss a separate negotiating subcommittee for heads and deputies.

The NAHT, which has been pressing for split bargaining machinery, wants far more detail on the issue, but both unions will attend further meetings.

The NJC's supporters say there will be no conflict with the law that imposed teachers' pay and contracts this year, even if there is no quick return to traditional pay bargaining and an incoming Conservative Government merely carries out existing plans for national consultations on new machinery.

Ministers have said there is nothing to stop teachers and employers making joint submissions to the advisory committee on pay, and they already plan meetings on teacher supply if re-elected. Present arrangements make no mention of class-contact time, class size, or other conditions.

Mr Doug McAvoy, the acting general secretary of the NUT, said: "There is a model that all political parties on the employers' side and unions representing 85 per cent of the teachers have agreed. The incoming Secretary of State of whatever party simply has to say yes to it and there will be no further strike action."

Mr John Pearman, chairman of the AMA education committee and spokesman for the employers, said: "More rapid progress can be made if the Government gives support, finan-



John Pearman: rapid progress possible

cial and moral. If it chooses not to, it will make the job more difficult, but we shall go ahead, identifying issues and trying to make progress on them."

The employers propose that church representatives will have observer status on the NJC.

Mr Giles Radice, Labour's education spokesman, immediately welcomed the agreement in principle, adding: "I give an undertaking that on my first day as Secretary of State for Education and Science, I will meet both sides to discuss this agreement."

Meanwhile, Mrs Thatcher criticized the teachers for resuming their strike action after the half-term break. "The main college lecturers' union, the National Association of Teachers in Further and Higher Education, started a ban on administrative duties and the use of private cars on college business this week, as informal pay and conditions talks made little progress."

Ambitious 'distance learning' project

Sixth-form study scheme aims to beat falling rolls

by Sue Surkes

Northumberland County Council is to tackle the problem of falling rolls with an ambitious "supported self-study scheme" for 16-plus pupils.

The scheme, which Mr Christopher Tittle, the director of education, described as "distance learning technology applied in the school context", will begin in about four A level subject areas in September, 1988.

Secondary school pupils will work independently with a multi-resource pack and receive help from peripatetic specialists and other teachers in the school. Three or four periods a week rather than the present eight will be spent with teachers.

Development work will begin this September with teachers identifying useful materials and designing further resources to fill the gaps.

Details have yet to be ironed out, but it is thought likely the scheme will begin with minority A level subjects such as Spanish and geology together with a mainstream subject such as maths. The plan is to compile resource packs in a range of subjects, both academic and vocational, over the next five years at least.

Mr Tittle explained that some areas of the county were so rural that the creation of tertiary colleges could mean most pupils would have to board.

The self-study scheme had the potential to offer pupils in any size of sixth form the same breadth of choice without the disruption and structural change that falling rolls could often prompt.

Mr Tittle added: "If we had done nothing and continued over the next five years to lose teachers in line with declining pupil numbers, we would have lost up to 30 high school staff a year."

"We shall still lose some staff, but the rest will be a resource put into this development. They may be retained in a school with a pastoral role or become peripatetic."

The county plans to spend £200,000 in the current financial year, rising to around £450,000 in 1988/89 and £550,000 in 1991/92 on the scheme.

It is hoped that some money will be provided by the Department of Education and Science and the Manpower Services Commission, both of which are said to be interested.

Too blue

I'm getting very confused about political bias in schools. As I understand it, it's against the law to go round putting ideas into immature young heads - schools are supposed to be about education, not indoctrination. I know that's true because Sir Keith Joseph once told me so.

So what is Mrs Thatcher going to do about the people who were distributing hats, stickers and flags, extolling the virtues of the Conservative Party, to youngsters at Waldersdale secondary modern school in Kent?

She knows the school well and actually dropped in for a while on Monday when, surprisingly enough, the flags and hats were being handed out. Sir Keith and now Mr Baker, have said it is a civic duty to report political bias in schools, so I am confident the PM will be telling all.

Teb-byte

Another Norman Tebbit letter story... this time, his plea for funds for the Tories to fight socialism has been sent to Ball Farm middle school, Walton-on-Thames, Surrey, illustrating how a computer mailshot can also undermine all those fine attempts to stop partisan political views warping the minds of young people.

Illiterati

Talking about Mr Tebbit, I must tell him that all is not well with Her Majesty's Inspectorate - moles have infiltrated.

Suspicion first arose a couple of months ago when the inspectors sadly fell down on the job in Brent. They went so far as to exonerate the anti-racist policies of the council - not what they were sent there to do.

Today, I have discovered a subversive little document bearing the HMI insignia entitled *Economic Understanding in the School Curriculum*.

HMI were sent into the schools by Sir Keith Joseph, with the task of encouraging teachers to engender the entrepreneurial spirit among pupils.

Alas, the Marxists in our - or at least, the inspectors' - midst have had their evil way and the report tells teachers that in order to develop economic understanding they must "establish a range of defects" within the system.

Defects were not what Sir Keith had in mind when he briefed them and I think an explanation is called for.

And should anyone doubt the truth of this sorry tale, let me provide the proof. Evidence is there for all to see on page 30 of the aforementioned document, copies of which are available from the DES.

Double innings

Spare a thought for poor old Gerard Thompson of St George's College, Weybridge. Actually he's rather young - all of 18 - and has a problem. He's too clever. So bright that he has been selected for Great Britain at both the World Physics Olympiad in East Germany and the International Mathematical Olympiad in Cuba.

The dilemma for Gerard is that they both occur at the same time in July. What is he to do? Stay at home, I say, and watch the cricket - but that's just sour grapes.

Acronym

NUT hits at curriculum advice body

Proposals from the local authority associations for the establishment of a national advisory body on the curriculum are attacked in the first issue of the National Union of Teachers' *Education Review* published today.

The editorial in the magazine - which supersedes *Primary Education Review* and *Secondary Education Journal* - says that the Education Secretary has recognized the need for consultation to give the national curriculum credibility.

But the Association of Metropolitan Authorities and the Association of County Councils, rather than challenge the basis of Mr Baker's proposals, have chosen to suggest the establishment of a national advisory body for issuing curriculum guidelines, in which teachers' associations would not have a central part.

"It is worrying that a climate is being created for such muscle-flexing attitudes to become *de rigueur*."

"Since the curriculum is about what children experience in schools, it is unimaginable that the drawing up of guidelines can be envisaged without teachers having a central role in the process."

NUT Education Review, Hamilton House, Mabledon Place, London WC1H 9BD.

Aids charity cash

A controversial charity drive by Chester secondary pupils has raised more than £1,000 for a trust which helps Aids victims.

The Terence Higgins Trust was chosen by Kingsway High for its annual fund-raising effort in a school-wide, democratic vote. But Dr Peter Llewellyn, the headteacher, said that some pupils felt it was not a cause they should support.

"It brought attention to the rarely expressed attitudes of some children, which then triggered discussion throughout the school," he said. "This was a very positive result."



Rescue act: pupils closed Marmont Road in Peckham, south London, for a school photocall. Pupils from Warwick Park school are making a film on road safety under the direction of a teacher, Mr Chris Sewell, for the Second Focus Multibroadcast Schools Award competition.

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NEWS



Elephant cakewalk: forty young musicians performed at Bristol zoo during a festival organized by the County of Avon music centre.

Reading for pleasure takes low priority

Only 7 per cent of youngsters aged 8 to 15 would choose to buy a book if given £5 as a present, according to a survey of children's leisure habits. By contrast, 23 per cent of the 1,000 youngsters interviewed said they would buy clothes, and 17 per cent records. The study, carried out by market researchers Millward Brown for W. H. Smith, showed that, in general, more

children read than listened to records in their spare time. Almost 90 per cent of the children read at least once a week at home, while 78 per cent listened to records. But reading for pleasure declined with age from 37 per cent of 8 to 9-year-olds reading frequently compared to 15 per cent of 14 to 15-year-olds. By contrast, more children listened to records as they got older. One

in four of 8 to 9-year-olds had listened to records the day before the survey was carried out, compared to 70 per cent of 14 to 15-year-olds. The research shows that 57 per cent of children in the 8 to 15-year-old age range read a book for pleasure on an average day. While 36 per cent of girls mentioned it in their top three leisure pursuits, only 14 per cent of boys did so. Analysis, page 43

Sue Surkes looks at an anthology of children's poetry Freedom poems that know no boundaries

Freedom can mean many things to many people. And to the schoolchildren of the Inner London Education Authority, it means anything from freedom from the nuclear threat, apartheid and Ethiopian famine to liberation from the shackles of handicap and even exit from the womb.

Thousands of poems on the themes of freedom were entered for the third ILEA poetry competition, whose judges included the poets Linton Kwesi Johnson and Herbert Lomas; 106 of those entries have just been published. Contributions about social injustice convey messages of cynicism and anger. Daniel Bolton, aged 13, of Thomas Tallis school writes:

*Richman home from the office,
Poorman home from the mill,
Poorman has his eggs and bacon,
Richman has an expensive meal....
Poorman stacks the boxes at work,
Richman's shares are going up,
Poorman has no bloody prospects,
Richman gets all the BLOODY LUCK!*

Allison Healy, aged 15, of Sacred Heart high school, was awarded first prize in the senior group for her moving account of a battered wife who has only half an hour "to think and dream" between "the kids going to bed and him coming home".

The woman, who is "free until the pubs close", watches television - "The woman in domestic bliss/With her perfect man..."

*The demanding children; a woman's humdrum life;
Imprisoned in her own home,
The hatred between husband and wife
And the physical and mental torture -
All this is overlooked, excluded...*

... The news is finishing,
I prepare myself for the inevitable
battering, and abuse.
I just accept it now.

Leave him?
How can I?
How can I retaliate?
I can't leave him.

Even if I did I could never forget: I could never be free.
I hear the gate creaking open
The stumbling footsteps up the path
The pause as he hunts for his keys
He finds them.
The door opens
Dreaming time is over.

By contrast, a nagging wife is the target in "The Loving Freedom" by Christine Moylan, aged 14, of Clapton school. She writes of the man who is released from prison, only to find he is still not free.

*From the flats,
The nagging wife,
The kids,
The noisy neighbours,
The politicking fingers,
The whole sinking world,
Oh world,
Will you ever free me.*

The winner in the junior group,

Rebecca Elvey, aged 10, of Goodrich primary school, chose the city jungle as her theme - the "lorry with a tail/And two great horns. A bus with claws/And teeth like thorns..."

*The beasts of the city are trapped,
The beasts of the jungle are free.
If the beasts of the jungle can roam wild
Why can't you and me?*

The anthology of poems, which reflects the feelings of children of all social and cultural backgrounds, includes much of the stuff of dreams. Emma Piquemal, aged 12, of Elizabeth Garrett Anderson school writes about "Flying softly, gently, slowly on a soft bed of clouds."

But others are more down to earth: "Freedom is not being bossed about, Being able to do anything you want," writes Stephen Murr, aged 12, of Crown Woods school.

*Freedom is not doing homework,
Being able to go out to clubs instead of
staying over books...*

... Freedom is not peeling the potatoes
Being able to eat them instead.
Freedom is something we haven't got.

The depth of sophistication and concern about world issues is often impressive when one remembers that the ages of these contributors range from six to 16. But there is also plenty of touching simplicity.

*I try, I try to think why
people are enslaved and in pain
from the Coast of South Africa
to the Hills of Nicaragua.
People are in pain, so much pain
I try, I try to think why,
writes Jeremy Hendricks, aged 12, of Billington Green school.*

But six-year-old Oliver Hindall of Henry Fawcett infant school has a different concern.

*Don't keep a mouse in a cage.
It might not be happy.
It might have babies.
It might like the country better.*

Freedom - Poems by Inner London's School Children is available, price £1.95 plus 50p postage, from the Information Centre, ILEA, County Hall, London SE1.

● Andrew Simons, aged 17, of The Crypt School in Gloucester, has won the Young Poet of the Year competition organized by the Schools Poetry Association and supported by Shell UK. His award is a cash prize of £150 and publication of a collection of his poems. One of his themes, not surprisingly, is poetry.

*A poet is someone who has
swallowed a secret turning thread.
It cuts deep inside
And often they bleed.*

*This unique blood spills onto paper
And is called a poem.
Before you hold anything against it,
First hold it up and see.*

Freedom

Poems by Inner London's School Children

NEWS



On a good wicket: coach Reg Scarlett (above) leads out his protégés, who hope to follow Gloucestershire's Mark Alleyne (right) from the college to success in the county championship

Two weeks ago, *The TES* published a survey on the state of school cricket and found Haringey's Cricket College offered hope to youngsters intent on playing the game. Bert Lodge visits this unique job-finding scheme

Sweeping away the dole

Go to the grand pavilions of Lord's or Headingley for cricket coaching and you attend a "school". Take your boots along to three storeys of crumbling pebble-dash off White Hart Lane in north London and you're at a "college".

Is it a touch of the arrogance the public schools are famous for encouraging that allows Mr Chris Gibson, the brains and push behind Haringey Cricket College, to label it so pretentiously?

Long fair hair, six foot four, with shoulders his blazer will have to be specially measured for, public school, Cambridge... he's archetypal. Yet studying the impressive job he's doing, it becomes clear that there's more to it than fancy nomenclature.

His "students" arrive with all the indices of disadvantage sticking out of their tackle bags: black or brown, unemployed, inner-city... they need anything that will make them walk taller - so go on, call it a "college".

On the other hand, such a reputation has the place made for itself in the three years since it was set up that the shoulders must square back on every youngster who is accepted. Only 16 places and each one a lot harder to get than if it were a real challenge.

Aspirants are bowled at, batted against and play in trial games before they are offered one of the now-coveted places. If all goes well, they are on roll for two years and paid the rate for the job of unqualified sports attendant. Then what?

Well, not back to the dole queue, it seems. Of the original trainees taken on in December, 1984, three are now themselves coaches, two are community sports workers, one a sports centre instructor - and no fewer than three professional cricketers.

The most famous "old boy" has to be Mark Alleyne, who was signed on by Gloucestershire and last July became the youngest player to secure a century for them.

Being a college, nothing could be more natural than that they should spend a lot of time with other colleges - and they do now, usually of the Oxford or Cambridge variety.

"They have grounds, pavilions, facilities," says Mr Gibson, smiling as though he has been found out up to something. And of course, he is, again, for it's not only the game of cricket he wants to give his lads - and lasses, two enrolled last year - but the social skills that go with it.

And what better shoulders to rub their off than those of the golden youth from the ancient universities? The Haringey youngsters not only see a different world, they are welcomed into it. They stay overnight in the college rooms, then take their hosts out for a meal in the evening.

It's invaluable for youngsters of whom Mr Gibson can say, choosing his words carefully: "They are extremely restricted in the areas in which they have confidence."

One of these areas now, though, is their cricketing ability. The colleges are fine but foemen hardly worth the steel of the Haringey squad. County accident. Joining a cricket team, all West Indian, Chris was the obvious one to speak for them.

He soon found himself at meetings and saw how horribly neglected by the authorities the national game of India, Sri Lanka and the West Indies - where hundreds of Haringey youngsters have their roots - had become.

His idealism was spotted and somebody realized it wasn't such a ludicrous idea to offer this history graduate of Fitzwilliam College, Cambridge, a job on the council.

Well, after all, wasn't Clem Attlee converted to socialism as a Halleybury schoolboy by working in the East End, boys' club, the school, then in the holidays?

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"They have grounds, pavilions, facilities," says Mr Gibson, smiling as though he has been found out up to something. And of course, he is, again, for it's not only the game of cricket he wants to give his lads - and lasses, two enrolled last year - but the social skills that go with it.

And what better shoulders to rub their off than those of the golden youth from the ancient universities? The Haringey youngsters not only see a different world, they are welcomed into it. They stay overnight in the college rooms, then take their hosts out for a meal in the evening.

It's invaluable for youngsters of whom Mr Gibson can say, choosing his words carefully: "They are extremely restricted in the areas in which they have confidence."

One of these areas now, though, is their cricketing ability. The colleges are fine but foemen hardly worth the steel of the Haringey squad. County accident. Joining a cricket team, all West Indian, Chris was the obvious one to speak for them.

He soon found himself at meetings and saw how horribly neglected by the authorities the national game of India, Sri Lanka and the West Indies - where hundreds of Haringey youngsters have their roots - had become.

His idealism was spotted and somebody realized it wasn't such a ludicrous idea to offer this history graduate of Fitzwilliam College, Cambridge, a job on the council.

Well, after all, wasn't Clem Attlee converted to socialism as a Halleybury schoolboy by working in the East End, boys' club, the school, then in the holidays?

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team with their mental attitudes, and the students have a counselling session with him once a week.

Those Haringey ratepayers, and there were quite a few, who grumbled at the extravagance in the early days are quieter now - but they did have a point. The grumble was that this handful of youngsters was taking up 10 per cent of the council's job creation budget.

But besides doing themselves and the borough a lot of good, they also put something practical back in. Half-a-day a week has to be spent on some form of community cricket, such as developing women's teams or the game for the unemployed, and the college also runs a side for the handicapped.

However, Mr Gibson is a realist. "Some don't take to that side of the college," he admits. "Like a lot of sportsmen - and it's often the top flight they're too single-minded about improving their own game."

Curiously has to come round to Chris Gibson himself. What's a chap with his background doing as a "training officer" on the staff of a notoriously left-wing borough?

Five years ago, he was a smartly-suited director of an advertising agency and - no - the cliché doesn't complete itself with "but I got fed up with the emptiness of it all and walked out".

In fact, he was working on something really interesting, he maintains, but it was "organizational politics", which he couldn't stand. Even then, he says, he was where he is by accident. Joining a cricket team, all West Indian, Chris was the obvious one to speak for them.

He soon found himself at meetings and saw how horribly neglected by the authorities the national game of India, Sri Lanka and the West Indies - where hundreds of Haringey youngsters have their roots - had become.

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DOES EDUCATION HAVE A FUTURE?

Published by Higher Education for the Labour Party

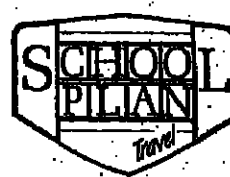
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Economics courses need 'clearer objectives'

Schools offering tuition in economic understanding need to make a greater effort to define the term, determine their aims and objectives, and ensure cross-curricular co-ordination, according to Her Majesty's Inspectorate.

The inspectors surveyed provision in 22 schools in 1985. They chose Bedfordshire and the London Boroughs of Havering and Hounslow because their activity in the field had been recognized.

HMI was encouraged by the level of awareness of the importance of economic understanding, the goodwill and enthusiasm of staff, and evidence of good practice.

But awareness was not matched by an explanation of the nature and scope of economic understanding. Most of the schools were in need of a written policy with precise aims and objectives. Typically, the co-ordination across age ranges and subject boundaries was in no case the responsibility of one person. Teachers were often isolated and deprived of adequate guidance.

The inspectors found that on most economics examination courses, teaching followed prescribed syllabuses too closely, and that core timetabled provision was often not based on schemes of work.

Activities such as work experience, industrial conferences and commercial visits, while valuable, were too narrow in themselves.

The inspectors found no examples of overt bias. On the contrary, "teachers often demonstrated the utmost professionalism and took great pains to show different sides of politically sensitive issues". But the issue had to be thought through carefully. Where a particular perspective did exist, it seemed to have arisen "more by accident than design".

Economic Understanding in the School Curriculum is available, free, from the Department of Education and Science, Room 400, 100 Victoria Street, London SW1E 6JL. Telephone: 01-582 8804

NEWS FOCUS

Loan danger rides again

HIGHER EDUCATION

Francis Beckett sets out the main political parties' attitudes towards student loans and assesses the consequences of abolishing the current grants system

"No final conclusions have been reached, but we believe top-up loans are one way, among others, of bringing in new finance to help students and relieve pressure on their parents."

These cautious words from the Conservative Party manifesto bring a student loan system closer than it has ever been. Higher education minister Mr George Weldon has set up a student support review which is expected to report later this year.

Conservatives talk about how much more generous we are than other countries, but insist they will not go down the West German route and abolish grants entirely in favour of loans. That is, of course, what governments who share Mrs Thatcher's philosophy do: Chancellor Kohl abolished grants in West Germany and President Reagan even wants to get rid of loans and pass the financial responsibility back to parents and students.

Loans aren't mentioned in either the Labour or the Alliance manifestos. But SDP leader Dr David Owen and the party's president, one-time Education Secretary Mrs Shirley Williams, are both on record as supporting some

kind of loans system. So while a quick reading of the Alliance manifesto sounds like good news for the National Union of Students ("we will... make a 15 per cent phased real improvement in student support") the union will need to be wary about the use of the words "student support" instead of "student grants".

Labour's manifesto doesn't mention student support at all, though NUS leaders seem confident that Mr Kinnoch and education spokesman Mr Giles Radice oppose loans. Certainly, Mr Kinnoch's emotional references to his own education ("Why am I the first Kinnoch in 1,000 generations to have the chance of higher education?") sound reassuring.

All the same, after June 11 the Education Secretary, whoever it is, will face Treasury pressure for savings, and if student support should be transferred to the student, the only way to do that without populating higher education exclusively with the sons and daughters of the rich is to have loans. Mrs Williams's view is different. She argues that in a perfect world, we would abolish the parental means test. Since we cannot afford to do that, loans should be available for students whose parents do not pay their assessed contribution. So loans would be an improvement for students - in theory. The problem is that as soon as you introduce loans, they become a part of the system. Once you concede the principle, you are on the slippery path to making loans an ever-growing part of the student support system.

Anyway, the NUS argues, you cannot limit access to loans to those whose parents will not pay. In the United States, says an NUS campaign document, "wealthy families who were able and willing to assist used the system of loans, with their lower-interest charges, as a means of borrowing cheap money and making a return on it. The only way of stopping this was to limit access to loans by the introduction of a means test" - exactly what Mrs Williams wants to get away from.

In any case, if loans are introduced, the decision, in reality, will have little to do with the parental contribution, and far more to do with the fact that student support amounts to a quarter of the Department of Education and Science budget and this year will cost, according to Conservative Central Office, £500 million.

But will loans make any significant saving? They bring with them their own hidden costs.

If the Government provided the loans itself, significant savings would not be made for many years. In Japan in 1961, loan repayment financed 14 per cent of expenditure on student support, and by 1971 this figure was still only 21 per cent.

If the banks provided the loans, however, the Government would be taking itself in for more expenditure. The scheme would be expensive to administer and banks are likely to want the Government to underwrite the

loans - as they do in several countries - effectively making the Government the banks' debt collector. And loan default, currently running at 10 per cent in the US, will reduce the income. Banks will want to charge interest from the moment the loan is made, while the Government, if it is to behave fairly towards students, will have to try to ensure that no interest is paid at any rate during the period of study, as is done in most other countries with loan systems. This will mean the Government meeting the interest payments - another heavy expense.

Looked on as a national investment, students with loans to pay off may well yield lower returns. Wage rates are likely to increase sharply, as dismayed students watch themselves amassing more and more debts. And the period of study may be less efficient.

In order to keep down their debts, students will be under pressure to earn money, not just in vacations, but during term-time as well. More than half of Denmark's students take paid work during term-time, and it takes five years on average to qualify.

And loans will certainly affect students' choice of courses. Having a debt to pay off will concentrate students' minds on the income they are likely to earn when they qualify. A long period of study, as in medicine for example, is likely to be a serious disincentive. So would a poorly-paid profession. Who is likely to saddle themselves with a massive debt to train for a career in a low-paying job?

Neil Kinnoch: emotionally opposed to loans; Shirley Williams: qualified support; George Weldon: set up new review



Neil Kinnoch: emotionally opposed to loans; Shirley Williams: qualified support; George Weldon: set up new review

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HOW STUDENT LOAN SYSTEMS WORK

JAPAN

System: Loans only. Fees charged after age 18 at high school and at university. Comments: 95 per cent of 18-year-olds stay on, 35 per cent of 19-year-olds go to university. Nearly half pay £40 a month on average for extra cramming. In a survey, 78 per cent of parents whose first child is at university said education costs were a "great burden".

WEST GERMANY

System: Loans only. Full, interest-free repayable over 20 years, only available if parents earn less than a stated income. Degrees must be finished in a set period. Comments: This system replaced a grant-and-loan scheme in 1982. Debt on graduating averages £13,000. Proportion of students getting state support went down from 37 per cent in 1982 to 27 per cent in 1985. Only 5-6 per cent of working-class children go into higher education, compared with nearly half the children of public sector workers. Students do jobs in term-time and report difficulty in finishing degrees in stated period.

DENMARK

System: State grants, state loans and state-guaranteed bank loans. Grants are means-tested to maximum (1984/5) of £1,976. State loans up to 50 per cent of value of grant, low interest, repayable in 14 years. Government guaranteed bank loans to any student at normal interest rates.

Comments: More than half the students supplement income with part-time work in term-time. Qualifying period five years on average. Employers say they want younger graduates.

SWEDEN

System: Loans (8.5 per cent) and grants (4.5 per cent) means-tested on students' income only if over 20, otherwise parents' income too. Loan interest 4.2 per cent. Comments: Students use credit system to take a year out and work.

CANADA

System: Mixture of grant and loan. Details vary from state to state. Means-tested. Interest by agreement with bank (1984/5: 13.75 per cent).

Comments: Half of all high school leavers go on to higher education but only 35 per cent of these get any aid. 70,000 default claims in the student loan programme submitted between 1984 and 1986, representing 9 per cent of money due. Average income of students' parents was £23,333 in 1979.

US

System: Mixture of grants and loans. Federal grants programme must never cover more than 80 per cent of costs. There is also a college-administered grants scheme, with a set allocation of money to each college. Several separate loan schemes in some cases. Federal Government insures loans and subsidizes interest rates.

Comments: System is complicated to work and administer, and students often start academic year without knowing what, if any, support they will get. High level of loan default. Reagan Government wants to get rid of student support and "return" to traditional emphasis on parental and student responsibility.

A detailed examination of the systems in Denmark, Sweden, Canada and the US is to be found in the National Union of Students' publication, *Student Loans: The Costs and the Consequences*, available from NUS, 100 Tottenham Court Road, London W1P 0LP.

NEWS FOCUS

GCSE
Sue Surkes examines the conflicting arguments over whether funding for the GCSE is adequate or not

The debate about funding for the GCSE has assumed the trappings of a heated wrestling match. Standing in the blue corner, Mr Kenneth Baker, the Education Secretary, who recently told the BBC that the GCSE was probably "the best-endowed exam in the history of English education".

In the opposite corner are teacher and parent representatives waving the results of surveys that paint a picture of near apocalyptic gloom.

So is funding for the new exam adequate and are there enough facts to warrant any real conclusions? Or could the baffled ringside observer be forgiven for making the letters GCSE stand for General Confusion over the State of Expenditure?

The most recent survey - carried out by the National Confederation of Parent-Teacher Associations - showed that 77 per cent of the 118 secondary schools who responded were short of cash for the new exam - the average school being short of £15,187. Responding during March and April of this year, 80 per cent said they needed more teachers, 92 per cent more ancillary staff. Indeed, only 3 per cent were able to report that basic training had finished and that all necessary resources were available.

A more detailed study was carried out by the National Association of Schoolmasters/Union of Women Teachers - more detailed because it explored the differences between local education authorities.

Of the 68 L.E.A.s which replied in detail, six reported expenditure of £500,000 or more from within their

Marketing ploys that evade the whole truth

SCHOOL BROCHURES

Are some independent schools' examination claims exaggerated? Sue Surkes reports on an investigation by West Sussex trading standards officers which suggests they sometimes are

Trading standards officers are expected to spotlight independent schools' publicity following publication of a report which showed that eight West Sussex independent schools made a total of 15 bogus claims about their academic achievements and sports facilities.

None of the schools was prosecuted and all are said to have corrected their advertisements. But West Sussex trading standards department is to continue monitoring and has threatened to prosecute if the mistakes are repeated.

Mr David Silbert, the county trading standards officer for Oxfordshire, said he could see no reason why what had happened in West Sussex should not have happened elsewhere. "We will be looking to see what the position is in Oxfordshire and carrying out any necessary inquiries," he said.

Mr Peter Cobb, Dorset's trading standards officer, said: "I would be surprised if most authorities did not look at what was happening on their patch in the wake of this."

The West Sussex report has prompted calls for a tightening up of the Trades Descriptions Act, which does not refer to misleading information about examination results.

Mr Silbert said that the county trading standards officers had been alerted to the matter by a letter from the

Grappling with slippery figures

own budgets, while five said they were spending no extra money beyond what they had to contribute towards the Government's education support grant (ESG) money.

Twelve L.E.A.s had had to take funds from other education budget headings; two had raised their library funds, three their curriculum development funds. Only six had employed extra teachers in time for the first year of GCSE, while five had taken on additional ancillary staff.

That great variations exists between L.E.A.s seems beyond doubt. Clwyd, for example, has specifically earmarked £80 for the GCSE for each of this year's four-year-olds (last over the two years) while next year's four-year-olds will get £30 each. (It has not yet been decided whether the latter figure will cover one year or two.) The London borough of Redbridge, by contrast, has specifically set aside £94.50 for each of this year's four-year-olds and the same for next year's.

Educationists also point to a tremendous range in provision between individual schools and even departments within a school. Different schools start from different baselines. Those which have been involved in Joint 16-plus exams are likely to be better prepared.

Scheduling adds a further confusion. Evidence suggests that different L.E.A.s have anticipated the bulk of GCSE spending to occur at different times - in part, one assumes, because of the particular syllabuses their schools might be using.

it had to be tightened up to cover private schools.

"If you are in the business of selling education, you are going to make the best claims you can and often that means you will stray from the truth."

The West Sussex inquiry was ordered by the county trading standards officer, Mr Peter Green, after a parent had complained that a school's advertisement and brochure had had exaggerated claims. The department agreed with the complaint and set about checking 50 examples of publicity put out by about 35 private schools. (State schools adopted a standard format when they issued information about examination results, Mr Green said.)

The inquiry revealed that one school had claimed 100 O level passes when the real figure was 51. Another claimed 50 A level passes when there had only been 11.

A third school had claimed a 90 per cent pass rate in history when in fact nobody had passed and a fourth a 100 per cent pass rate in English when the true figure was 50 per cent. One school had claimed a 100 per cent pass rate in O level Spanish, based on the fact that one pupil had sat and passed the exam at the school about five years previously.

The schools had used a combination of ploys, Mr Green said. Some had added the result of internal tests to their O level passes. Others, who acted as local examination centres, had included the results of candidates who had passed through just to do the exams. Many of the schools catered for overseas students.

Mr Green said that every parent who had approached the schools for more information had been given accurate exam results.

And he stressed: "We are not criticising the level of education. It could be that many are offering a perfectly satisfactory level of education and good value for money. We are criticising the way some of their academic successes are summarized in the adverts and brochures."

Several local authority trading standards officers indicated they would be considering a review of such publicity, although few were aware of any complaints having been made in the past.

East Sussex had had a number of complaints about facilities offered by private schools, but none had been substantiated.

Devon had found misleading elements in publicity material for a private school, but the number of complaints

The flood of survey data and anecdotal evidence may correctly point to underfunding. The problem lies in pinning down exactly what is being spent and what is needed.

The Government's figures throw little light on the subject. In terms of ESG for England (the blocks of money tied to specific items), money for GCSE in-service training is up from £7.2 million last financial year (plus £1.2 million for the Secondary Examinations Council and examining groups) to £10.5 million this year, when the amounts the L.E.A.s have to contribute are taken away.

ESG cash for GCSE books and equipment, however, is down from £4.8 million last year to £7 million this year, again when L.E.A. contributions are excluded.

The argument is that cuts have not taken place because the Government has planned for £90 million to be spent on the exam through this year's Rate Support Grant (RSG). (The money is



Is there really any need for a begging bowl?

supposed to cover everything but teaching time and capital costs.)

The figure was reached on the basis of local authority association estimates of need. The Association of Metropolitan Authorities, for example, estimated that £140 million would be needed for the current financial year, including capital and teacher costs and provision for GCSE in Wales.

The figure was based on replies from only 16 metropolitan L.E.A.s. But the real problems start when one tries to gauge how significant or indeed sufficient this figure of £90 million is.

Was there a figure in last year's Government plans with which the £90 million could reasonably be compared? Answer: no. The precise costs involved were not known in summer 1985 when the assumptions for the financial year 1986/7 were made. So estimates of need for GCSE were submitted into those made for secondary school education rather than itemized on their own.

If one cannot compare this year's plans with last, can one at least compare this year's estimates for RSG spending on GCSE with what was actually spent on the exam last year? Answer: no. The figures are not yet available.

Perhaps most importantly, is it possible to pin down the precise amount of money that has been spent on GCSE through the RSG? Answer: doubtful.

Many L.E.A.s will not have set up a specific fund for GCSE, but will have added money to a school's general capitation (which might have to cover anything from books and equipment to maintenance and the cost of a new minibus).

Money raised by parents might distort the picture further. If it is used to buy a badly-needed overhead projector, it might release extra cash for books.

The answer, then, to anyone who asks whether GCSE is adequately funded seems lamentably to be: "We just don't know."

One year on and two steps back

Ringmer School near Lewes, East Sussex, is a fairly typical five-form entry 11 to 16 comprehensive. It prepared as well as it could for the switch from GCE and CSE to GCSE. But now it is facing a crisis over funding for the second year of the new exam.

Mr Michael Babb, the deputy head, has estimated that the £13,000 his school received last year will have to be reinforced by at least a further £10,000 this financial year. The problem, he says, is that education support grant money for the current year amounts to only £2,147 and that the local authority, which provided two grants last year, has said it is offering nothing extra this year.

Most of last year's money was spent on the fourth-year half of the course. Of the syllabuses chosen by the school's heads of department, only two turned out to be fairly compatible with the old courses and even they needed extra funding because of the stress on investigative and practical work.

Extra demands for funding this year arise out of the fact that two courses did not start last September. In other courses, certain items were not available when they were needed last year and will have to be bought this year.

In addition, Mr Babb points out that GCSE syllabuses have promoted a rethink of the curriculum for years one to three and that capitation money has had to be stretched far enough to cater for this.

The funding situation is expected to be most critical in the sciences where £1,340 is needed for the fourth year and £2,720 for the fifth.

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PRIMARY

Parents see bullying as main problem

by Jeremy Sutcliffe

More than a quarter of primary school pupils have to deal with bullying, according to a survey by *Mother magazine*.

Of 50 parents interviewed, 14 had first-hand experience of bullying. Thirty-eight thought bullying was the worst problem their children were likely to face at primary school.

An equal number of boys and girls were victims, and two parents said they had children who had at some point been described as bullies.

Only half the schools involved were actively helping the parents deal with bullying. In three families, older brothers and sisters were being helpful and vigilant at playtimes.

Parents were often uncertain whether to contact the school when they suspected bullying, because they feared matters might get worse. Desperation for friendship and attention turned some children into bullies, the survey found.

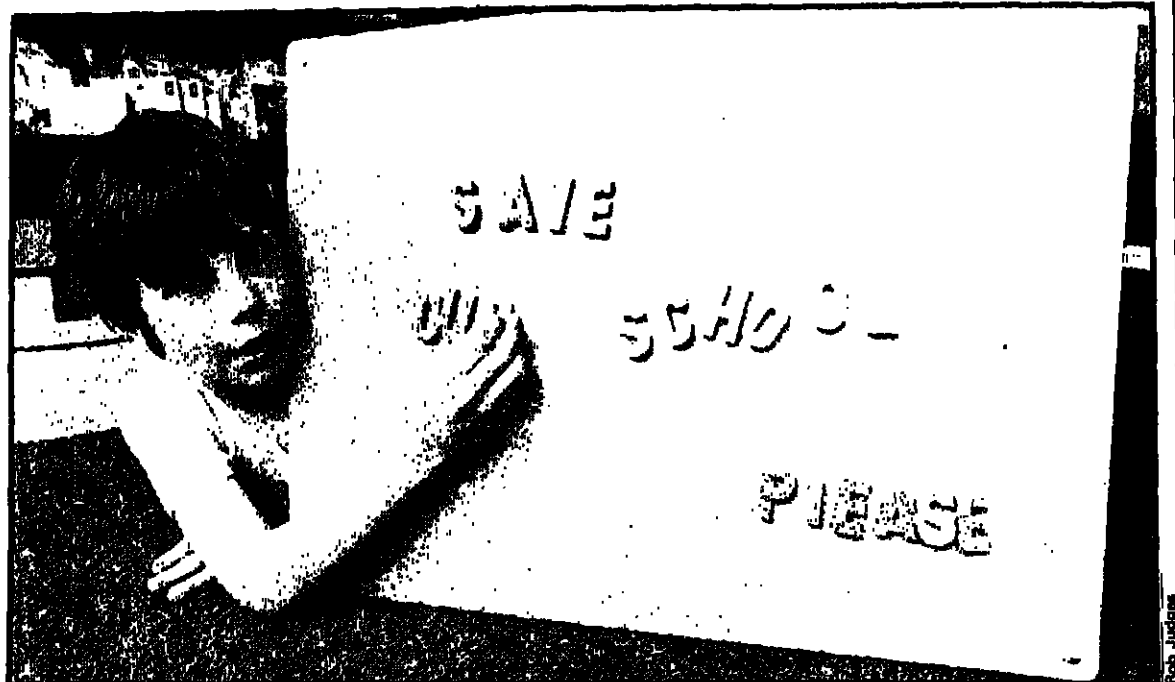
Wives and husbands often disagreed on how to remedy bullying. While mothers often went to get to the bottom of the problem and trust teachers to help, fathers typically favour the "stand up for yourself and thump back" approach.

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Sarah Bayliss visits two village schools at the centre of an election row

Pressure builds to keep local links



Magnetic message: Garry Theobald with a sign for Stoke Hammond's campaign

factors taken into account.

The circular which he subsequently published in fact contained an unambiguous message about the need for local authorities to remove 850,000 surplus school places in the next five years.

Nevertheless, for Stoke Hammond parents, Mr Baker's spoken words have had more impact than the official written ones.

In his letter to *The Times*, Mr John Wise, chairman of the Stoke Hammond School Protection Group, wrote that he was "delighted" about Mr Baker's change of heart and that wider considerations would in future be taken into account, such as the ages of children being bused to other schools.

Mr Walden visited the school last week and boosted the parents' confidence by claiming he was behind the new guidance to local authorities and his assurance that "you can't have a better start than in a village school".

Mrs Kim Read, whose daughter Holly, aged five, is a pupil at Stoke Hammond, is convinced that her daughter is getting a high standard of education. "The argument that the children will get a better standard of education elsewhere simply doesn't stand up," she says.

A big curriculum is achieved, she says, by the skilled use of outside experts, such as a qualified physical education teacher from the village. Woodwork, gymnastics, cookery, swimming, art and cycle safety are all covered with help from parents and volunteers.

Bussing the children three miles to another school is unacceptable, dangerous, say the parents, and it would also stop out-of-school activities and parental involvement which are "essential" to school life. Most parents do not have the use of a car - at least during the day - so without public transport, they would be cut off from their children's school.

Last October, Buckinghamshire scrapped its school meals service but at Stoke Hammond the governors re-employed their cook Eileen Green, whose family has attended the village school for generations.

"I do the ordering, a parent does the shopping, and a governor does the books," she says of the new self-help meals service.

Life would go out of the village, she says, if the school closed and young people would be discouraged from coming to live there.

A strong part of the villagers' case is that more than 60 houses are expected to be built in the next few years; a recent petition in favour of planning permission for a new development of 40 homes attracted hundreds of signatures.

Mrs Mathilda Kessler, chairman of the governors for almost 20 years, wants a review of the school's future, decided for at least five years, to see the effect of the new building scheme.

She points to the heavy community use of the school. It is the only meeting place for the village, and is heavily booked up with a regular playground. Cubes, Brownies, a garden club, adult

education classes, parish council and church meetings and village festivals.

The church, which owns the building, could not afford to maintain it for community purposes, she says.

A county council spokesman emphasized that the "prime reason" for proposing closure was educational, and added: "The fact that the Brownies meet there may not be the reason for keeping it open as a school. Surely people can recognize that."

Parents and governors recognize that part of the building - which is only 20 years old - is underused during the day and Mrs Mary Culligan, the acting head, has come up with three radical proposals for alternative use. These are to provide a rural studies day centre, an in-service teacher training centre, or a gymnasium to be shared with other schools.

Mrs Read says the parents had already considered taking over the school to run themselves before Mr Baker started talking about schools "opting out" of the county system. In the last resort, and if it were possible for a small school, they see opting out as attractive. "Better that, than let the school close."

Several miles away at Mursley Church of England first school, there is also some talk of "opting out", following a county proposal for closure.

The school has permanent places for 35 pupils and at present 29 are on roll, but numbers are expected to fall to 22 by April 1992.

Mrs Maureen Busby is the teaching head working alongside a full-time welfare assistant and a part-time teacher.

She has encouraged parents to come into the school whenever they like and a number of other adults come in regularly to play the piano for singing, to tell stories and listen to reading, to teach ball skills and football on the field outside. "I believe children shouldn't just be taught by teachers. They talk about us being isolated, but I was more isolated in a big town

school." Parents have provided a rich store of equipment, including a computer, a printer, a disc drive, television licence and insurance cover as well as paying for transport to neighbouring schools for joint activities.

Mrs Linda Lake, chairman of the Mursley Association of Parents, with two children Thomas, aged eight, and Amy, aged six, at the school, said: "The Conservatives are actually saying parental choice is important and they claim to be changing their policies in favour of it. Well, our choice is to send our children to a small local school with exceptionally high standards."

Mrs Susan Stewart, with two children, Kirstin, aged seven, and Alistair, aged two, has recently moved to the village and says: "We are delighted with the standard of education here and we have something behind us to compare it with. It's not as if we don't know anything different."

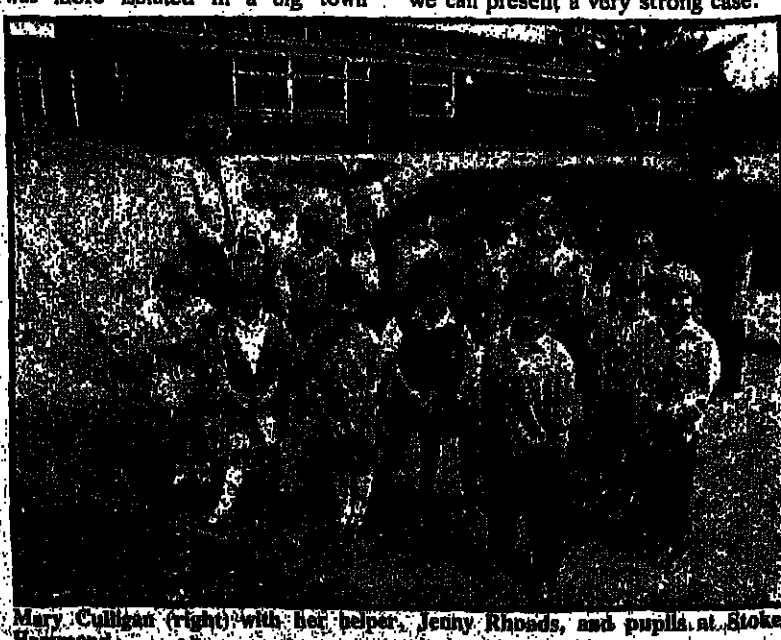
Some parents had talked of "opting out" but in her view it was a last resort. "It's not something we've gone into deeply but it is a possibility."

Mrs Lynn Kamm, mother of eight-year-old Anthony, makes a 15-mile round-trip twice a day to send her son to Mursley. Her reaction to the closure is "over my dead body."

"I believe very strongly in freedom of choice and I'm exercising my choice in favour of this school. The politicians are contradicting themselves when they say they want us to have choice but they're closing down the schools we are choosing."

Mr Martin Burke, the 33-year-old teacher candidate for the Alliance, is on the campaign trail in a battered MG two-seater. He is a secondary teacher of commerce at Hammermill school in the Inner London Education Authority and about to be redeployed.

He tells the Mursley parents that "win or lose" he wants to build grassroots organizations and will help found an association of small schools under threat in Buckinghamshire. "Together we can present a very strong case."



Mary Culligan (right) with her helpers, Jenny Rhoads, and pupils at Stoke Hammond



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Willy Deasat, Area Educational Psychologist, Cambridge, UK

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Learning Disability: Dissenting Essays

Edited by: Barry M. Franklin, Kennesaw College, USA

Of the great diversity of human capabilities, none is perhaps more paradoxical than learning disabilities. In US public schools, it represents the largest special education category.

The purpose of this book is to capture in one volume some of the best work by researchers in the field of learning disabilities.

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The Comprehensive Experiment: A Comparison of the Selective and Non-Selective Systems of School Organization

David Reynolds, University College Cardiff, UK and Michael Ball, University College of Swansea, UK with Stephen Margerison, University of Aberdeen, Canada

This book reports findings from a unique experiment in which half a community changed its educational system to comprehensive, whilst the remainder stayed with selective schooling. A group of pupils was followed through the schools and large differences between the two types of education were found.

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Getting to Know Schools in a Democracy: The Politics and Processes of Examination

Edited by: Nigel Hastings and Jack Schwab, Brunel College of Higher Education, UK

This book addresses issues which directly confront teachers: issues of behaviour and motivation, order and discipline. In addition, it examines the ways in which teachers give meaning to the life of the classroom, meanings which enable them to develop coping strategies.

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Robert Wood, Psychometric Research & Development Ltd, St Albans, UK

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Publication Date: May 1987

The Labyrinth of Literacy: Reflections of Literacy Past and Present

Harvey J. Graff, University of Dallas, USA

This book offers new and original views of the pressing topic of literacy. It discusses approaches to understanding literacy, the relations of literacy to society and economics and demography, and the links between literacy and criminality, among other key subjects.

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Curriculum Product & Process

Shirley J. Grundy, University of New England, Australia

This book examines three fundamentally different ways of approaching the development of curriculum in schools. It considers the theoretical background to each approach, following each theoretical chapter with practical examples from teachers' descriptions of their work in developing curriculum in their classrooms.

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Education, Unemployment and Labour Markets

Edited by: Philip Brown, Institute of Child Psychology, Cambridge, UK and D.N. Ashton, University of Leicester, UK

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Publication Date: August 1987

Economics and the Management of Education: Emerging Themes

Hywel Thomas, University of Birmingham, UK and Tim Stimpson, Sheffield City Polytechnic, UK

This book reviews work in key areas of the relationship between economics and educational management. It also discusses the need for an economic perspective in education management and reflects on the value of current research for this purpose.

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Publication Date: August 1987

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Mike Preston, Rolfe College, Kennesaw, UK

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Race, Training and Employment

Gajendra K. Verma, University of Bradford, and D.S. Darby

This book shows the results of a research project set up to discover something about the perceptions that young people from ethnic minorities had of the Youth Training Scheme, of those who joined it and those who did not. It gives an overriding sense of the complexity of the problems facing most of the families of minority origin and the young people who have part of them.

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Rebels Without a Cause?

Peter Angleton, Brunel Polytechnic, UK

Academic underachievement has long been of interest to teachers and educationalists, as have been the forms of 'resistance' employed by disaffected young people in schools and colleges. This book presents findings arising from a three year ethnographic study of a group of underachieving middle class students in an English college of further education.

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Publication Date: August 1987

Educational Work of Edward Thring: A Centenary Study

Donald Leatner-Mackay, University of Western Australia

This book offers a new interpretation of Edward Thring, a man who made a great impact on nineteenth century English secondary education. His educational ideas are looked at through a close examination of his own writings.

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Publication Date: July 1987

Ethnic Encounters in Secondary Schools

Brian M. Ballantyne, Monash University, Australia

This book is a study of the universal phenomena of racism, prejudice and discrimination and provides many insights into relationships between students and staff in multi-ethnic schools, that could be typical of all societies.

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Publication Date: July 1987

Improving the Quality of Schooling: Lessons from the OECD International School Improvement Project

Edited by: David Hopkins, Cambridge Institute of Education, UK

School improvement and quality of education are terms that at first, have not been assimilated into the common parlance of education in the UK. The OECD has since 1982 been sponsoring an International School Improvement Project and this book explores the policy and practice implications of the findings of the project.

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Living Powers: The Arts in Education

Edited by: Peter Abbs, University of Sussex, UK

This is the first book to offer a collective history of all the arts - Art, Drama, Dance, Music, Literature and Film - in the curriculum. It insists that the Arts, seen together, should be an essential part of the National Curriculum, now being proposed by the Government.

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Politics of Caring

Simon Bauman, University of London, UK

In 1981 there were thirteen admissions to the Weston Center, a public residential facility for people diagnosed as 'developmentally disabled' in the United States. This study is about these people, about institutionalization and deinstitutionalization, and the victims of both.

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Publication Date: July 1987

The Changing Primary School

Edited by: Ray Lowe, University of Birmingham, UK

This book provides an informed contemporary history of primary school education in Britain. It brings together contributors who are acknowledged authorities in this field and examines some of the key issues confronting primary schools today, placing them in their recent historical context.

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Learning Disability: Dissenting Essays

Barry Franklin, Kennesaw College, Georgia, USA

The purpose of this book is to capture in one collection some of the best work by researchers in the field, each dissenting from the traditional research agenda of the learning disabilities field. What links these work together is their willingness to approach the study of learning disabilities from the emerging perspective of the sociology of psychological knowledge.

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Publication Date: June 1987

The Future Impact of Technology on Work and Education

Edited by: Gerald Burke, Monash University, Australia and Russell Rumberger, Stanford University, USA

This book contains papers presented at the US-Australia Joint Seminar on the Future Impact of Technology on Work and Education, held in Australia in 1984. The seminar brought together scholars and government officials to discuss the issues involved and the implications for the future.

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Publication Date: June 1987

The Fate of an Innovative School: The History and Present Status of the Kensington School

Leslie M. Smith, Washington University, USA, John J. Prentiss, Mark Communications Inc., USA, David C. Weyner, Apple Computer Corporation, USA and Paul Kleins, University of Oklahoma, USA

This is the book of the trilogy, *Anatomy of Educational Innovation* and presents the history and present status of the Kensington Elementary School. The word 'fate' is highlighted to accent the drama, sometimes comic, often tragic, that has unfolded within its fifteen years.

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Publication Date: June 1987

Warwick's Eighteen Per Cent: Children with Special Needs in Primary Schools

Caroline Olip, Harriet Green and Harvey Goldstein, University of London Institute of Education

This book describes the research carried out between 1983 and 1986 looking at provision for children with special needs in primary schools. Concentrating on six LEAs in different parts of the country it then describes how six very different support groups operate, and what the class teacher feels about these developments.

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Publication Date: June 1987

Supporting Warwick's Eighteen Per Cent: Six Case Studies

Harriet Green and Caroline Olip, University of London Institute of Education

This book contains the detailed case studies of the six LEAs which formed the basis of its companion volume *WARWICK'S EIGHTEEN PER CENT*. Each chapter describes for each LEA the method of identification of and provision for children with remedial SEN in primary schools.

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Publication Date: May 1987

Small Rural Primary Schools: A Matter of Quality

Adrian Ball and Alan Biggworth, University of East Anglia, UK

The future of the small rural primary school is one of the most fiercely contested issues in contemporary education. This book systematically examines the claims and counterclaims that are made about the benefits and deficiencies of the schools today.

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Publication Date: March 1987

Radical Analysis of Special Education: Focus on Historical Development and Learning Disabilities

Scott B. Sigmon, Union, New Jersey, USA

This book has at its roots the earliest historical roots of American special education and concludes with some of the

NEWS

James Meikle reports from the National Association of Head Teachers' annual conference

Negotiating rights stand may bridge union gap

Heads and deputies put aside their differences with other unions to speak critically of the loss of teachers' negotiating rights.

"We must not stand aloof from our colleagues in schools. We must not allow this Government to use head teachers as a big stick to beat the rest of the teaching profession into submission," said Mr Ken Brooker, who has had his troubles with other unions in inner London.

Mr Len Smith, a Hertfordshire head, urged the National Association of Head Teachers' annual conference in Newcastle to show some magnanimity towards all who had lost their "civil rights to negotiate pay and conditions", as a handful of speakers seemed to take a "serve 'em right" attitude, citing cases in which the "shop floor" workers had determined the pay of their managers in schools.

The 600 delegates deplored the loss of negotiating rights, and demanded their restoration before reaffirming their own policy of separate bargaining machinery through which to press for wider differentials to reflect their increased workload.

"Total 'united we stand' bonhomie is not about to spread through the profession, but bridges may have been built between the NAHT and other teacher organizations who have seen the heads as willing allies of the Conservative Government.

The conference was a three-day declaration of independence, bolstered by pledges to resist union control of schools and political interference by generally Labour local authorities.

But their confidence at standing alone is undermined by a sense of isolation, and no issue makes heads feel more beleaguered than that of midday supervision. The NAHT has so far failed to get national agreements over staffing standards or pay for volunteers "minding the children".

Heads warn of health and safety dangers in having hundreds of children on site at lunch-time without help from



Dinner duty: heads are concerned about midday supervision standards adequately paid, trained or experienced adults.

Some send pupils home. Some, like those in Birmingham, take direct action. Earlier this year, nearly 200 heads, most in primary schools, refused to take dinner money to banks, forcing the city council to provide security vans to collect the cash. A truce was agreed and councillors are now considering whether to spend £654,000 on employing another 1,000 midday supervisors.

The recognition that teachers do not have to supervise, followed by 70 per cent Government grants (at £40 million, totally inadequate, says the NAHT) has meant a variety of schemes among 104 L.E.A.s.

Seventy-two L.E.A.s involve teachers, 26 pay heads (although some only in exceptional circumstances), but only a few of the schemes have been accepted by the NAHT. Formal disputes now exist in several cases.

If the heads feel annoyed at seeming lack of interest from other teacher organizations in their midday plight, there is a good deal of common ground — concern at lack of resources generally and particularly for the GCSE, campaigns for improvements in pre-school provision, opposition to age-related

national testing proposed by the Government, and frustration at failure to fund the integration philosophy enshrined in the 1981 Education Act.

Social problems spurred debate, as the conference called for more training and help in dealing with child abuse. Drink was more of a problem than drugs in schools, said speakers who urged the NAHT to take a positive lead in health education.

Traditionalists and progressives split over their attitudes to sex education. The former wanted the promotion of "normal" family values, the latter wanted the stressing of stable relationships and objected to the idea of "social engineering".

The legal advice of Mr David Hart, general secretary, solved the problem for the leadership, whose spokesman Mr Peter Baldwin urged colleagues to use the words of the 1986 Education Act, "the need to encourage pupils to have due regard to moral considerations and the value of family life".

He dared the heads to defy the law and precipitate his own resignation. They did not, of course. Such a fudge was a fine example of NAHT management, no obvious alliance with the right and no hint of cohabitation with lesbian and gay rights sympathizers of the left.

School-based finance seen as inevitable

Headteachers are to proceed with caution over the running of school budgets, after expressing their deep reservations.

The conference accepted that the schemes to devolve financial management would be inevitable whoever wins the election next week.

But delegates demanded proper financing of schemes, more money and training for themselves, and appropriate administrative support before becoming more deeply involved.

The scale of experimentation and the attractions of greater independence proved sufficient arguments to defeat attempts to halt all NAHT involvement. Pilot schemes are already planned or running in 40 local authorities, and in Cambridgeshire all 46 secondary schools now determine their own spending from within block sums distributed from County Hall. The opposition was led by Mr Graham Ladley, head of Oswestry county primary school, in Shropshire. "I don't want the freedom to decide whether to repair a leaking roof or buy a new set of textbooks," he said. "I want to get on with the job in which I feel competent, the education of children."

He continued: "The advantages of school-based financing can be great — the opportunity to decide our own priorities, greater autonomy, the more economic use of money, a quicker response to perceived need. However, ill-considered, badly-resourced schemes will be disastrous, resulting in greater inefficiency and strain upon heads and senior teachers of intolerable proportions."

Mr Robert Price, head of South View primary school, Peterborough, summed up the seeming inevitability of devolution schemes by reporting on the Lincolnshire experiment. "Seven pilot schools made a £50,000 loss, and based on that success, Lincolnshire is to extend that scheme to all its secondary schools by 1988."

London heads and deputies wanted a referendum to determine the NAHT's attitude, but only a smattering of hands went up in support of that.

Mr Oliver Gagg, head of Manor Community College, Cambridge, one of the first schools to be involved in devolved schemes, said: "I did not think there was enough money in the pot, and I wanted to prove it."

"I believe the more open the financing of education is to public scrutiny, the better, especially when it can be seen in terms of local schools, the school on the corner, and our children."

He continued: "It is important we share this process with our staff. I cannot think of anything more disastrous than an autocratic head reformed by local financial management."

Mr Gagg thought that the experience suggested working with small budgets was not "worth the fuss and hassle".

But overall, he said: "There is nothing wrong about spending money. My objective is to make sure the right people spend a lot more."

Mr Walter Levers, NAHT council member for Northern Ireland, warned of a temptation to save money on exam fees by not entering children who had a poor chance of success. Spending on in-service training in schools would have to remain a priority, but school catering could raise a conflict "between the possible financial loss of promoting healthy eating and the profit of chips with everything".

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GENERAL ELECTION

Jeremy Sutcliffe predicts that the NUT and NATFHE could become Labour's new "mullahs"...

Teachers shift party's power base

Mr Fred Jarvis, of the National Union of Teachers, and Mr Peter Dawson, of the National Association of Teachers in Further and Higher Education, are set to become kingmakers of the new-style "white collar" Labour Party.

No less than 54 NUT members and 36 NATFHE members are included in the list of Labour candidates due to stand for Parliament at the general election. They figure strongly among the list of lecturers and teachers who top the table of Labour hopefuls.

With 102 lecturers and 88 teachers doing battle under the new red rose emblem this time, the list of candidates confirms the long-term trend away from Labour's traditional blue collar image to that of the middle-class public servant, typified by the party's rising star, Mr Bryan Gould — himself a former law lecturer.

The NUT and NATFHE together have the potential power base once associated with the miners, steelworkers and railwaymen. The party's industrial base, like that of the country, has been devastated in recent

years. This time there are only 13 miners and 12 transport workers standing for Labour.

Only the engineers retain a strong traditional hold on the changing face of the party, with 38 candidates. This compares with Mr Clive Jenkins's upstart mobile Association of Scientific, Technical and Managerial Staffs, which is fielding 56 members for Labour.

Even the Transport and General Workers Union, which retains first place as Labour's power-broking union, boasts a minority of blue collar workers among its 78 candidates.

The overall profile of the candidates put up by the three main parties offers interesting, if inconclusive, pointers to just where each stands on the thorny and electorally volatile subject of education.

Like Labour, the mortarboard professions dominate the Alliance, with lecturers the most popular candidates (89), and teachers third most popular (57). Businessmen (with no doubt a sprinkling of women) come second

with 87 candidates — perhaps reflecting the party's "toughness", while the teachers reflect its "tenderness".

With so much talk from pollsters and pundits about Mrs Thatcher's difficulty in putting over a "caring" image, it may be revealing to note that both teachers and lecturers come low on the list of candidates' most popular professions in her party.

Businessmen (with 165) dominate the list of candidates, followed by barristers (80), bankers (44) and solicitors (43). Teachers feature seventh (with 26) — ranking lower than journalists and consultants — while lecturers come tenth (24).

Despite their relative unimportance in the Tory hierarchy, however, teachers and lecturers could play a significant part in modifying Mrs Thatcher's planned radical reforms of education if she is returned with a greatly reduced majority.

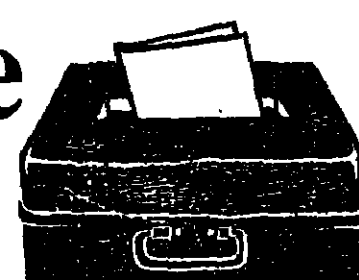
The great social divide between the parties is also present in the breakdown of candidates' educational backgrounds. Among the Tory hopefuls, a

majority (279) went to private schools, compared with 256 who went to state schools. Out of 384 who went on to university, 232 were at Oxbridge.

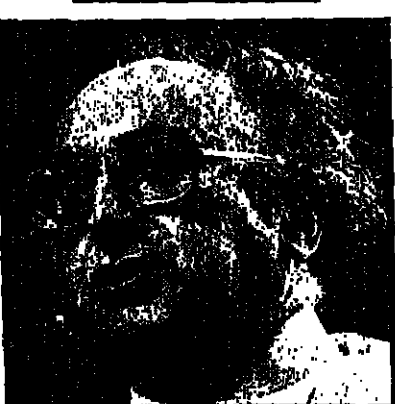
Among Labour candidates, only 29 admit to going to private schools, compared with 287 who went to state schools. Intriguingly, a large number declined to say what type of schooling they received. Labour's would-be class of '87 is touchy about its schooldays.

There is also a preponderance of red-brick in the formative years of Labour candidates, with 277 educated at universities or polytechnics other than Oxford and Cambridge. Even so, Oxbridge turned out 76 Labour hopefuls.

Perhaps predictably, the Alliance comes somewhere in between the other two parties, with 348 educated by the state and 140 privately. Clearly, with the great majority (though by no means all) of its candidates owning up on their schooling, the Alliance is a more comfortable party for privately-educated rebels who wish to air their social conscience.



ELECTION '87



Fred Jarvis: hopeful members



Peter Dawson: potential kingmaker



Bryan Gould: rising star

... while Diane Spencer visits a constituency where educationists abound

Ealing's candidates have school service in common

Nowhere is the dominance of educationists at the hustings more apparent than in the leafy London suburb of Ealing.

In the right-hand corner is the sitting Conservative MP, Mr Harry Greenway, a former deputy headteacher and select committee on education, defending a 6,000 majority in Ealing North.

In the left-hand corner is Mr Hilary Benn, son of Tony and Labour chairman of the borough's education committee; while fighting for the middle ground is Mr Tony Miller, a trained teacher now turned personnel consultant.

Harry Greenway, a keen horseman, braced himself for the afternoon exercise. In a quiet cul-de-sac, he stripped off his jacket in the campaign minibus (driven by the chairman of a local PTFA). A dozen Young Conservatives sporting "Harry's Army" T-shirts, piled out and they were off.

A quick trot to the right to commiserate with an elderly woman about the rates increase, a canter to the left to hear how wonderful the health service was, and on to the next voter.

Mr Greenway could out-pace his leader's famed speed on the hustings, but then he is 10 years younger and he rides with the Household Cavalry six times a week at six a.m.

"Too much corn and not enough exercise," he remarked, referring to the mounts, not the men, adding: "It keeps you fit."



Clockwise from above: Hilary Benn seeking youth vote, and Tony Miller for the Labour vote, and about 1000 voters at a council job advertisement in a local

As the incumbent MP, he claims he has "strong personal support". The campaign is going very well, he said. But his Labour and Alliance opponents give the same glowing report of their own chances.

The Conservatives and the Alliance say they have been handed a large stick to beat their mutual enemy, Labour. For the ruling Labour group in the borough has just imposed a whopping rates increase of 65 per cent.

But Hilary Benn, who sounds remarkably like Tony, is unrepentant. As chairman of the education committee and deputy leader, he is proud of his party's record of achievement in the past year.

He rattles off the election manifesto promises already made good: free milk in the first schools, 60 teachers recruited to improve middle school staffing, extra money for GCSE. "It has to be paid for," he says.

"Sure, we get hostility but you stand and explain that we are doing what you were elected to do and the Tories' plans (for a poll tax) would mean bigger increases."

Mr Greenway disagrees. He is raising funds to take legal action in the High Court on the rates rise. "One pensioner has had her rates increased from £8 a week to £14. The effect is enormous: one lady told me that one week's pension in June is going on the rates."

"And this," he said, jabbing a finger at a council job advertisement in a local

free-sheet, "is what people are worried about as well." The offending words were "homosexual" and "lesbian", as the ad was following the council's equal opportunities policy. "They ask me: 'Harry, what are you going to do about this?'"

According to Mr Benn, that issue is now dead since the council passed the policy in January. "In two weeks only two people have raised the matter on the doorsteps — and I've been on a lot of doorsteps."

The Alliance, too, is seeking to gain political capital from local Labour politics in this constituency, which sits between the M4 and Westway on the outer reaches of London's A-Z.

It is the fifth campaign for Tony Miller, the Alliance candidate — his second in Ealing. He too sits on the council's education committee and on the SDP's national education panel.

He reckons his party can now convince those who voted last time for the Tories last time to keep out Labour that they can now safely vote for him, given an increased Alliance vote in 1983 and the "shooting themselves in the foot" policies of Labour.

After a late start — his campaign only really got under way last Friday because of work and illness — he feels encouraged by the response from voters on the street and at home.

"People have been coming into the campaign HQ and buying copies of the manifesto, we've had to re-order twice: it was unheard of last time."

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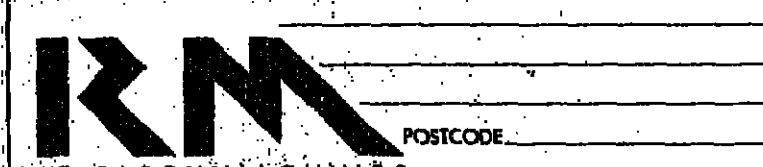
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Don Blenkinsopp: pride in education



Arthur Pendlebury-Green: nursery neglect

Opt-out plan casts doubt on maintained sector

Six hundred conference-going members duly opposed Government proposals to let schools opt out of local authority control, in a surprisingly low-key debate.

They endorsed the right of parents to choose schools "subject to the need to plan and to maintain an efficient pattern of educational provision in order to meet the needs of all pupils".

The resolution also illustrated the heads' and deputies' concern that other Conservative plans to open access to schools "which stayed within L.E.A.s would further destroy educational planning.

Summing up after speakers had stressed the non-political nature of the PAT's proposals, Mr Barry Green, secretary, said: "There is a deep feeling that the Government must have a

commitment to the education of all pupils. Its commitment is really to those who have power to exercise their choice."

Mr Hart acknowledged that the Conservatives seemed to recognize the role of heads and deputies more than Labour or Alliance, but said: "We stand four-square behind the maintained education system and there is deep suspicion what is being proposed by the Conservative Government is a back-door move to dismantle the maintained sector of education."

Mr Arthur Pendlebury-Green, the NAHT treasurer, had earlier said that neither Conservative nor Labour Governments had ever legislated for a national system of education, showing pupils were needed for four years, while Mr Don Blenkinsopp, another council

member, said: "There is much to be proud of in our education. It is not the disaster politicians would have the general public believe."

Mr John Swallow, from Ongar, calling the opt-out plans "anti-community, anti-comprehensiveness", said: "A maintained education service for the poor will be a poor service."

Heads' fears that parents would be expected to pay for extras were echoed by Mr Doug McAvoy, acting general secretary of the National Union of Teachers. In a press conference at a Newcastle hotel, "Children will be treated by ability and aptitude and, in addition, by the aptitude and ability of their parents to pay. That is much more divisive than the grammar and secondary modern ever was. In that situation, ability was the only test."

GENERAL ELECTION

With polling day now less than a week away, Barry Hugill talks to the three major parties' education spokesmen about what they would do in government

Much too nice to get angry

Giles Radice's detractors say he is too nice to be a politician. He was accused recently, by a journalist it must be said, of falling down on the job because of his failure "to kick him in the groin".

No prize for guessing whose groin was, or in this case, was not, in danger. "Of course I get angry with Baker," explains Mr Radice. "But it's not my style to go in for personal attacks and abuse. I prefer, and I believe most people prefer, reasoned argument."

At times he speaks about the Secretary of State more in sorrow than anger. "Look, he's just Thatcher's poodle. Because she takes the decisions, he has to throw his weight about to appear in control. So he behaves as a great dictator. When I am Secretary of State, I will be the initiator of change, not the dictator."

"The great difference between me and Mr Baker is that he is just an office boy - he does what Thatcher tells him. But I'm not in anyone's pocket - not the I.C.S.'s, not the unions."

"But let me tell you one thing. With me, both unions and local authorities will know they will have a minister they can talk to - and who will listen."

Not only does Mr Radice look patrician, he is, by birth and education, a member of the public school, Oxbridge elite. But he sent his five children to comprehensive schools and neither he, nor they, have any regrets.

"In 1959 Harold Macmillan went to the country on a platform of widening educational opportunity. Whatever happened to that view? He would turn in his grave if he could hear Baker and Thatcher today."

"Imagine what the country will be like in the year 2000 if the Tories do get back. I have absolutely no doubt that

LABOUR

most kids would get a second-rate education."

It will be second, indeed third-rate, he says, because the Conservatives don't care about ordinary, working-class children. "Why should they? They know that the kids who will go to what will be, in effect, secondary modern schools will not be potential Tory voters, nor will their parents."

And that, he continues, will be ethically wrong and economically disastrous. He points to West Germany, Japan and the United States as countries prepared to invest in education and training because they realize the commercial importance of well-educated youngsters.

The nearest Mr Radice gets to anger - perhaps exasperation would be a better word - is when asked about the famed Baker "reforms".

"It's all very well him issuing initiatives every other day but what about the schools which are crumbling? All he is concerned with is trying to buy the parents' vote."

"But he should remember Solihull. Parents, middle-class ones included, are not interested in grammar schools. They don't want selection back."

His fear, a very real one, he claims, is that a re-elected Tory government would launch a strike against Her Majesty's Inspectors of Schools.

His evidence is the muttered discontent within Conservative ranks at the audacity of HMI in producing reports that do not get with Government policy - most recently the one on

Brent, which, although critical, did not condemn the borough's anti-racist policy and pointed the finger at the previous "bung" and Tory administration.

Mr Radice points out that Mr Eric Bolton, the chief HMI, recently warned the Commons Select Committee on Education of the dangers of testing at 7, 11 and 14. "I really am frightened that the inspectors' independence will be undermined. They are a great barrier to the re-introduction of selective education, and the Tories don't like that."

Labour in 1987 is not the party of 1983 and no rash promises are coming from Mr Radice's lips. "As Secretary of State, I obviously couldn't repair all the damage overnight."

But he does not want to see the "do you beat your wife?" question. Every one favours higher quality education, don't they?

"They say that they do - but one must sort out the fact from the fiction. Look at the reality and judge the Government not on what it says, but on what it does, or does not do."

Which presumably would be as true of a Labour administration as of a Tory one - a point he accepts. But there will be a difference, he explains.

"We will set up a schools standards council that will be independent of government. That council will create a consensus on what constitutes quality and it will be up to us to ensure that the standards it sets are met."

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Giles Radice: talks a lot about quality

Dreaming dreams of what could be...

ALLIANCE

Imagine for one moment the consequences of an inconclusive vote on Thursday. By Friday lunchtime it has become clear that no single party can form a government. What happens?

Paddy Ashdown, for one, will take exception to that introduction. A hung, or as he would say, "balanced", parliament, would not be inconclusive but show a clear desire on the part of the electors for reasonable, moderate, government.

Which does not answer the question of what would happen.

In fact, a lot of haggling and horse-trading would take place over the weekend and, with luck, by Monday or Tuesday Mrs Thatcher or Mr Kinnock would have struck up a deal of sorts with the two Davids.

It could be, of course, that no deals are struck and the largest single party attempts to form a minority government, challenging the Alliance to bring it down with a "no confidence" vote.

Mr Ashdown, at this point, would raise a major objection. "It is perfectly possible that we can win a clear majority," he told me. But I didn't believe him, he knew that I didn't believe him, and I'm sure that he didn't believe himself.

He sensibly refused to rise to the bait as to who he would prefer to do a deal with and gave the standard Steel-Owen answer: "We could work with any party prepared to invest in the future of Britain."

Mr Ashdown is a former socialist, on the radical wing of the Liberal Party considerably to the left of Mr Steel let alone Dr Owen. Would this not incline an inclination on his part to favour a deal with Mr Kinnock rather than Mrs Thatcher? He smiles and answers: "No comment."

In an earlier interview Mr Ashdown had told me that Kenneth Baker was an authoritarian figure ruthlessly stripping away the basic civil liberties of education. "Baker," he had said, "is as much an extremist as Brent Council."

How could he, a Liberal, work with such a man?

"Ah, but that was Baker working under orders from Thatcher. He is an astute politician - who knows what he would do after an election which had rejected extremist conservatism?"

Which would seem to miss the point because any deals would presumably have to be struck with the Prime Minister, not her Secretary of State. It does, however, provide an insight into how politicians view one another. Yesterday's extremist - tomorrow's moderate.

We move into the realm of fantasy. The Alliance decides that it cannot support one side or the other. Mrs Thatcher, or it could be Mr Kinnock,

is asked to form a government. What has struck him most?

"No doubt about that - the differences between schools - between regions - the different degrees of political control over schools - marked in London, less so in other areas. And I have been so impressed by the quality of teachers that I have come across. Of course there are some bad ones but many are outstandingly good."

It is because so many are so good that Mr Ashdown remains optimistic. An Alliance Government, he says, would invest in the skills of teachers and make Britain the best-educated and best-trained nation in the world by the end of the century.

desperate for power, suggests the liberal solution.

It's a wonderful idea and very simple. Each party leader takes it in turn to be Prime Minister sharing the Cabinet jobs between the parties. Which would mean that Mr Ashdown, for a while at least, could find himself Education Secretary.

Unfortunately, it is a crackpot scheme (no disrespect to the Israelis) and would collapse pretty quickly. At best, he grins, he could get to be Secretary of State for the few hours between daybreak and breakfast. Being summer time he would have time for one piece of legislation.

Restoration of teachers' pay bargaining rights, a massive injection of cash into schools, an Ashdown system of acceptable standards to be achieved by every child?

"Well no, actually. What I would do is scrap the A level system - it's poisonous," I indicate surprise and wonder if he is being quite serious. After all, there would be one hell of a row if he tried to scrap, before breakfast at that, such a prestigious exam.

"Of course there would be an outcry but there has to be reform. I want to move towards a credit system. A levels distort the system at all levels."

After some reflection, Mr Ashdown decides that we ought to talk about an

ALLIANCE POLICY AT A GLANCE

- ☐ £5 billion in education over five years;
- ☐ one year's pre-school experience for all children;
- ☐ encouragement of profiles and records of achievement;
- ☐ more tertiary colleges;
- ☐ an expansion of training and re-training facilities;
- ☐ a 16 per cent phased improvement in student support;
- ☐ a guaranteed period of free further education for everyone over 18;
- ☐ a Higher Education Council to plan for universities and polytechnics;
- ☐ restoration of teachers' pay negotiating rights;
- ☐ an annual "Queen's award" for schools of outstanding achievement.

Alliance Government in which he is Education Secretary or a hung parliament in which the Alliance is exercising a serious influence over policy.

"My first job would be to argue with the Treasury about the amount to be invested in education. I would then have to make the difficult choice and my first priority would have to be teachers. Not just more money for pay but to improve standards of in-service training and to devise methods of overcoming the teacher shortage."

"Having done that I would look at exams. I suspect that the GCSE will go in a decade to be replaced by a system of assessment that takes more account of profiles and records of achievement."

Mr Ashdown has held the education brief for three months. What has struck him most?

"No doubt about that - the differences between schools - between regions - the different degrees of political control over schools - marked in London, less so in other areas. And I have been so impressed by the quality of teachers that I have come across. Of course there are some bad ones but many are outstandingly good."

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Did he find it odd that Labour is taking such an exceedingly conservative position? Giles (Radice) is really saying - that all we need is a bit more money, a bit more of what we already have. He really is stuck in a conservative mould.

A little surprised at this cavalier approach, by a Tory minister to his ideological creed, albeit it with a small "c", I was taken aback by his next question: "Have you read the Callaghan

"The national core curriculum... my idea... was seen as very heretical. But in just a few months, all the political parties have come round to accepting it"

there. A lot of work has been done in the Department of Education over the past few months preparing the legislation that we will have to introduce to get the schools off the ground."

Mr Baker is pleased with the progress he has made in his 12 months at the DES.

"The national core curriculum - that was my idea. At the time, it was seen as very heretical. But in just a few months, all the political parties have come round to accepting it."

I asked if we could return to the new directly-funded schools. "Yes, of course, but don't forget the other things we are doing."

"Local financial management is very important. Once one has started allocating money on a per-capita basis to heads and governors, one is already a step down the road to direct funding."

"A major consequence of giving financial control to heads and governors is that it weakens the link between the I.C.S. and the school and that is what Labour does not like."

Which took us neatly back to where we began. His colleague, Bob Dunn, had hailed the Tory school reforms as the first serious attempt since 1944 to "denationalize" the system. Was this the intention?

"No. You are assuming that every parent will want to opt out of the I.C.S. system, that large queues will form for the new schools. But they won't. For the first few years, they will draw on the existing local authority catchment areas and that will limit the size. And some parents will be happy with existing I.C.S. schools."

Did he envisage, after the first few years, an increased demand from parents for I.C.S.-free schools? Perhaps, to paraphrase Marx, he envisaged the eventual withering away of the I.C.S.?

"I think it undoubtedly the case that I.C.S.s will have to improve the quality of education in their schools."

"The question that I had to answer when I took office was: 'What hope is there for kids in inner-city areas?' I decided that the only hope was to give the power to the parents and the

GENERAL ELECTION

Pleased with his progress but so much still to do

CONSERVATIVE

"I'm not an extremist," said the Secretary of State with a grin so wide that he might have just received a compliment. He hadn't. I had asked him to comment on the assertion by his political foes that he was hell-bent on destroying the education system built up over 40 painful years.

Not true, he retorted, all he was doing was giving parents more choice. "I tell you I was approached by a group of parents from inner London last year. They wanted the right to opt out of the local authority system."

I was interested to hear that the idea came from parents because of the rumour that it originated in the front room of far-right Conservatives with a deep ideological aversion to state-run schools.

Was it not really the case that he, at heart a traditional, fair-minded Tory, had been stamped by the loony Right into a corner from which he could not escape?

"Not at all. Direct-funded schools were my idea. I put it to colleagues and they agreed. If you look at the proposal for CTCs (city technology colleges) you will see the germ of the scheme

governors. We really must improve quality and I believe that this is the way to do it."

He then asked me how I perceived his scheme. He wondered what I thought of a question-and-answer session that he had had with the *Daily Mail*. I said that a lot of people, including me, thought he was trying to introduce selection by the back door.

"That is just not the case. The schools will continue in the same form as they were under the I.C.S. A grammar school will remain a grammar school, a comprehensive a comprehensive, and a secondary modern a secondary modern."

"Before they become eligible for grant-maintained status, the governors would have to sign an agreement, a contract, with the Secretary of State. They will have to conform to the national curriculum, they will have to limit their intake to the existing catchment area. HMI will have to ensure that they meet all these requirements."

What will happen, I asked, if a grant-maintained school becomes so popular that it gets full. On what basis will pupils be turned away?

"But that happens already with popular schools. Nothing would change. HMI would ensure that schools that were not grammar schools continued to take an all-ability intake."

At the moment, parents who feel that they have been unfairly denied a place at the school of their choice can appeal to the I.C.S.

To whom will they appeal once a school has opted out? "We would want to consult on that. We need to consult on what appeals system should operate."

We talked a little more about the new schools. In particular, what would happen in a few years? Mr Baker accepted that some comprehensive schools might want to change their status. If they did, it would be in the power of the Secretary of State to say yes or no.

Moving on to other matters, he asked me how I thought the campaign

TORY POLICY AT A GLANCE

- ☐ a national core curriculum;
- ☐ control of school budgets to be delegated to heads and governors;
- ☐ state schools to be allowed to opt out of local authority control if parents and governors so wish;
- ☐ a network of city technology colleges;
- ☐ open enrolment in maintained schools (other than small primaries and infants);
- ☐ talks on ways of restoring teachers' negotiating rights in the autumn;
- ☐ removal of polytechnics from local authority control;
- ☐ allowing London boroughs to opt out of I.C.S.

was going so far. He was interested in the way Labour and the Alliance had reacted to his proposals.

"Don't you find it odd that Labour is taking such an exceedingly conservative position? Giles (Radice) is really saying - that all we need is a bit more money, a bit more of what we already have. He really is stuck in a conservative mould."

A little surprised at this cavalier approach, by a Tory minister to his ideological creed, albeit it with a small "c", I was taken aback by his next question: "Have you read the Callaghan

book? He realized that changes had to be made and he tried to fight back, but they thwarted him."

This was a reference to the former Prime Minister's Ruskin College speech in 1977, when he accepted many of the ideas of the Black Paper (a group of right-wing educationists) and called on teachers to return to the basics.

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After all it is no secret that Mrs Thatcher, during her spell at the DES, had many a difference with her civil servants - those responsible for many of the "reforms" of the progressive 1960s and 1970s that Mr Baker is now trying to reverse.

Did he subscribe to the theory, propounded by among others, Mr Tony Benn and Mr Enoch Powell, that there exists an establishment conspiracy to protect the status quo at all costs?

"No, not at all. The Benn view is a cop-out. It is up to a minister to take his department with him. Had he done so? "Yes."

We were talking in Dorking, deep in his Surrey constituency of Mole Valley. He is defending a majority not far short of 15,000.

Was he worried about the Conservative campaign? What about that disastrous first week with Mrs Thatcher's apparent desire to charge parents opting for the new independent schools?

It is not the easiest of questions for a man who wants to remain in the Cabinet. He smiles.

"I think she was misrepresented. Let's be clear that no one is going to be charged. Education will stay free. They were difficult questions at a press conference that was supposed to be about defence."

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Kenneth Baker: "not the case" that he is trying to introduce selection by the back door

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Paddy Ashdown: considerably less than the Tories' 'best' new 'system'.

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SCHOOL TO WORK

Jobless figures ignore 50,000

The existence of a sizeable ghost army of unemployed 16 to 18-year-olds who do not appear in the official figures has been confirmed by the Department of Education and Science.

The Department estimates that around 50,000 youngsters are ignored in the unemployment count because they are not on the dole. Soon after the last general election the Government changed the rules, so that people are only registered as unemployed if they successfully claim benefit.

The DES reckons that another 70,000 in the same age group have left education but, for one reason or another, are not seeking work. Around half of these are 16-year-old girls (who may have simply been discouraged from entering the labour market by current conditions).

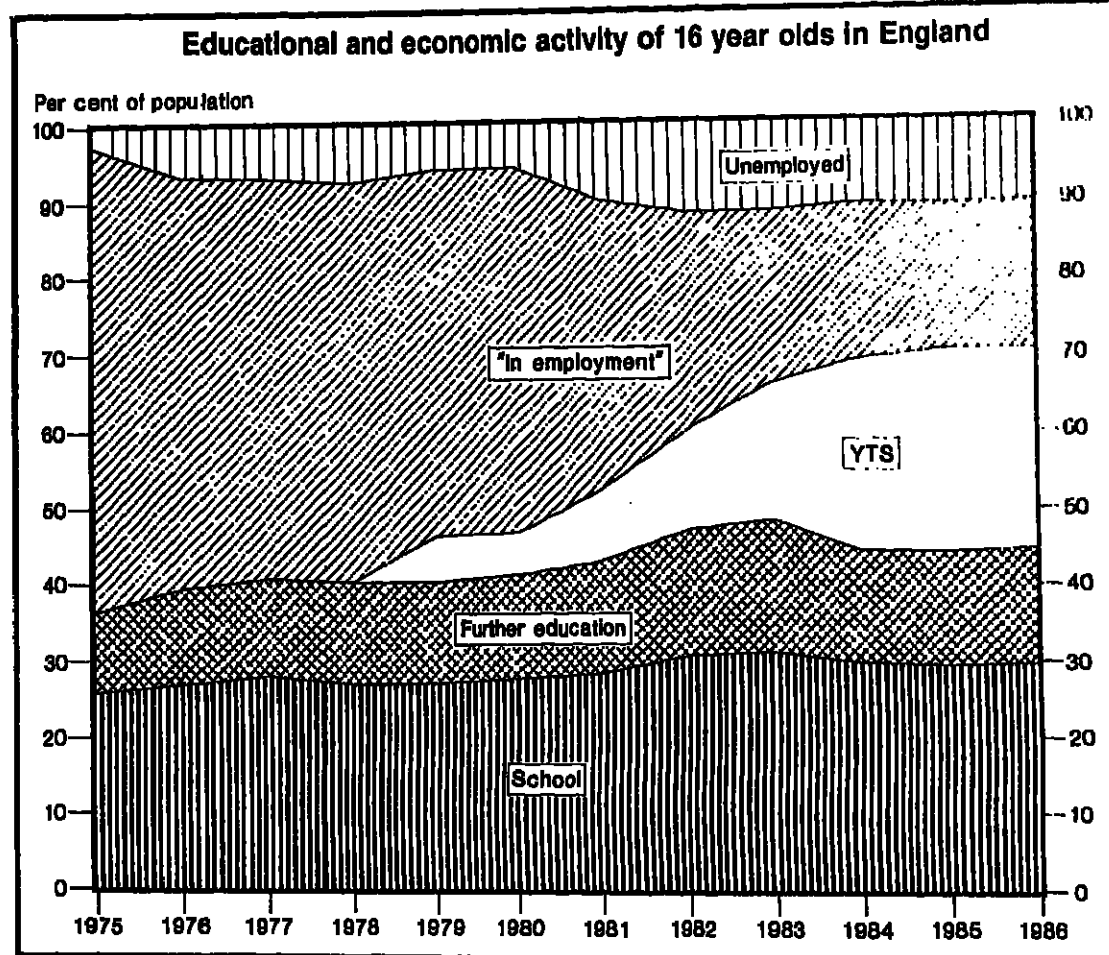
The estimates are made in an analysis of the educational and economic activity of 16 to 18-year-olds produced by the DES in collaboration with the Department of Employment and the Manpower Services Commission. It shows that the proportion of the age-group who are "in employment" fell from 72 per cent in 1975 to 45 per cent last year, and that most of the drop was between 1980 and 1984.

The DES is careful to place inverted commas around the term "in employment" because, while the figures do not include those in the Youth Training Scheme, they do count in as employed - because of the way the statistics are obtained - the estimated 120,000 non-working youngsters referred to above.

The DES says that the change has been most marked among 16-year-olds, of whom fewer than ten in ten were "in employment" in January of last year, compared with more than six out of ten in 1975.

Registered unemployment for this group rose over the period from 3 per cent to 15 per cent, despite a dip between 1983 and 1984, thought to be due to the introduction of the YTS. The Department points out that the MSC estimates that 50,000 jobs for 16-year-olds have now been turned into YTS places.

A quarter of the 16-year-olds were in the YTS in January of each year between 1984 and last year. The proportion in full-time education rose



Taken from Statistical Bulletin 2187, DES

from 37 per cent in 1975 to 49 per cent by 1983, but has since fallen to 45 per cent, reflecting the growth of the YTS. Only one 16-year-old in 20 studied part-time on day release last year (apart from YTS trainees), as compared with more than one in six in 1975.

Just under half the 17-year-olds were "in employment" last year compared with 71 per cent in 1975, and unemployment for this age-group increased from 3 per cent to 15 per cent. Only 1 in 25 was in the YTS last year. More 17-year-old girls were in full-

time education than boys last year, leaving fewer in the other categories, but after the age of 18, girls no longer outnumbered boys.

The proportion of all 18-year-olds in full-time education rose from 12 per cent to 17 per cent over the period, and registered unemployment climbed from 3 per cent to 18 per cent.

In attempting to provide an overall picture of the numbers of young people participating in some form of education or training, the DES highlights the paucity of up-to-date information on the contribution of em-

ployers and others outside the public sector.

The latest year for which it can provide even an estimate is 1984, when, it reckons, just under three-quarters of all 16 to 18-year-olds received some education or training, the same number as in 1980, but slightly fewer than in 1982.

The biggest changes over the period were among 16-year-olds, on whom the effect of the Youth Opportunities Programme and, later, the YTS, was largely offset by a fall in other forms of education and training.

Industry Year study shows areas of failure

More work is done in the relationship between schools and industry since the wake of Industry Year, says a research team who have carried out a nationwide survey of its effects.

A research team from Peter University's school of education, aided by the help of 16 teacher training institutions in conducting a questionnaire in 30 local authorities and interviewing teachers, employers, and education officers in 26 local areas.

Their evaluation, commissioned by Industry Year's organizers, finds much to praise in the highly promoted campaign to improve industry's image, but their comments seem to imply that the drive in the school failed to achieve its targets fully.

The researchers say that Industry Year highlighted the valuable work being undertaken in this field, providing much-needed recognition and encouragement, and stimulated new initiatives. But they are not prepared to estimate how much of the progress made last year was due to the campaign.

The survey established that: (1) Most local authorities have responded to the need for closer school/industry links and have formal arrangements for co-ordinating them; but too often these arrangements become a poor substitute for personal contacts.

(2) Improved partnerships could keep employers up to date with the massive developments currently taking place in schools; but too often employers remain ignorant of changes in the curriculum and assessment, schools about what is being achieved elsewhere, and education departments about what is happening in their own territory.

(3) Many secondary schools are committed to developing their curricula in partnership with industry and many primaries are also engaged in relevant initiatives, but the needs of primary schools are often ignored, and in both cases the developments make demands on time and resources which have not been faced up to.

The researchers, Professor Richard Pring and Mr Nick Anney, warn that a lot of interesting work is in danger of folding for lack of money. They say that the survey revealed how little was known, even within the L.E.A., about the need for a proper network of information, guidance, and examples of interesting practice.

A summary of the report is available from Industry Matters, 8 John Adam Street, London EC2N 6EZ.

Edited by Mark Jackson



Headteacher Duncan Gill & Deputy Mary Bushnell, from Cross Lane J & I School deliver their communication hardware provided by the L.E.A. for the GRIST/TTNS Project.

A FIRST FOR CALDERDALE

Calderdale Metropolitan Borough in the heart of the Pennines, has 18 Secondary schools, 97 Primary schools, 1 College of Further Education and 7 Special schools and units.

In previous years the L.E.A.'s in-service programme has been based on a number of long term secondments for teachers wishing to pursue advanced courses, a strong involvement in regional co-operation, and courses organised by the Advisory service and usually held at the Teachers' Centre. Recently the Advisory team has placed an increasing emphasis on school-focused in-service work. The introduction of L.E.A.T.G. (Local Education Authority Training Grants), also known as G.R.I.S.T., has given the Advisory team and headteachers a welcome opportunity to work together in developing a new view of the nature of in-service training.

Instead of a small number of teachers attending long, expensive courses, a very much larger number of teachers will now be engaged in a wide range of in-service activities. The broadening of in-service training has major implications for administration, however, and the L.E.A., in developing its bid for L.E.A.T.G. funds to the D.E.S., had to look carefully at ways in which the administrative burden could be shouldered.

As Peter Bartle, Senior Adviser (in-service training) said, "The previous administrative system had developed over a number of years and satisfied the needs of the time, but it would have been unable to produce the statistics and detail now required by both the D.E.S. and internal audit - who now have to certify L.E.A.T.G. expenditure for the D.E.S. Nor was the old system able to produce the sort of information required by the Advisory team to ensure that the schools in-service needs were being met."

"There is obviously going to be a great deal more information travelling about the L.E.A., with the onset of L.E.A.T.G." John Smith, Adviser for Information Technology, commented, "An effective in-service programme depends on efficient communication. The weekly 'package' has a very slow turn-around. Postage is quicker, but

labour intensive and expensive. The telephone is time consuming, with lines engaged and people unavailable. It seems obvious that T.T.N.S. is the solution. Many messages can be sent quickly and cheaply to individuals in the office or schools, who do not have to be available there and then. Messages can be sent, replies made, records kept, without recourse to paper - although if a paper record is required, a printout is quick and easy. The log jam of waiting to get through to someone on the telephone is avoided, as is the delay and paper mountain of the weekly package. Because electronic mail is certain, quick and cheap, people are more likely to communicate."

T.T.N.S. also provides the necessary facilities for providing schools with information about in-service opportunities. The L.E.A. in-service programme is to be put on a T.T.N.S. local area database this month. It will have a menu driven front end and will be key-word searchable. In the past the programme has been printed each year for distribution to schools. As Peter Bartle said "Now, for the first time, the L.E.A. programme will always be up to date. Additions and amendments are instantaneous."

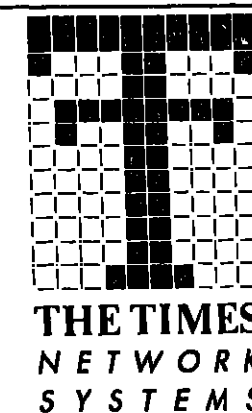
The L.E.A. is now, enabled by grants from the D.E.S., providing all its schools with the equipment they need to be able to utilise T.T.N.S. - modems, printers, computers, telephone lines and T.T.N.S. subscriptions. An extensive programme of training for school secretaries, staff tutors and headteachers is already well under way, organised by John Smith. Headteacher Neil Crossley commented, "I think it's splendid. T.T.N.S. will provide us with an invaluable communication network across the whole L.E.A. All sorts of possibilities spring to mind."

Calderdale's Deputy Chief Education Officer and Chief Adviser, Peter Edmondson, said, "There are important implications for the future. Any organisation that communicates well has every possibility of working well. The use of T.T.N.S. opens up valuable opportunities for curriculum development in our schools and effective administration within the L.E.A."



Deputy Chief Education Officer and Chief Adviser, discussing the use of TTNS and its GRIST applications with Peter Bartle, Senior Adviser (left) and his secretary, Margaret Coates.

Advertisement



THE ELECTRONIC NEWS AGENCY FOR SCHOOLS - USE REAL NEWS AND PRODUCE REAL NEWSPAPERS

On July 9th TTNS is providing schools with the opportunity to produce newspapers using real news. The idea was originated with Derek Masted from Lincoln MEDU who was organising an in-service training day for teachers. TTNS decided to provide an electronic news agency. Now schools all over Britain can incorporate the production of a newspaper into their GCSE modules, their Media or Communications studies class, and their Information Technology class. In fact the News Day can be part of any Curriculum or Cross Curriculum area where the study of newspapers, Information Technology, writing, reading and working together is of importance.

On July 9th any school can use the TTNS News Agency, as in fact schools in Australia will be. News will be coming in from all over the world for young journalists to use. You will find further information about this day on the TTNS National Database, and you can register by typing REQUEST NEWSPAPER at the system prompt. This way you can receive real National and International News in your electronic mailbox so you can have your own newspaper on the streets by the evening.

TTNS SCHOOLS GO TO THE POLLS

Next week schools all over Britain will be holding school elections, some of these are involved in the BBC TV Newsround's Extra Election. TTNS will be the nerve centre for the collation and analysis of the results. Results will be flooding in by TTNS electronic mail and by telephone from one selected school in each constituency. Most of the 650 constituencies will be represented. School children will be collating the results and feeding them into a database. An ongoing results situation and a graphical interpretation of these results will then be produced. The conclusions will be analysed and broadcast on BBC TV on June 12th and will be available on TTNS after the programme on a special election database.

WINNERS OF THE STOCK EXCHANGE FT/SE 100 INDEX COMPETITION

The winners of the monthly Stock Exchange competition are, for teachers, David Calder from Grantham Grammar School, Morayshire who wins a mug of champagne and, for the pupils, Lindsay Hall of Hawick High School, Hawick who wins a Bulls and Bears game. They had to guess the future value of the FT/SE 100 Index. This is a monthly competition running on the Stock Exchange, which is the use of TTNS and its GRIST applications with Peter Bartle, Senior Adviser (left) and his secretary, Margaret Coates.



John Smith, Information Technology Adviser, the person behind the idea of using TTNS for the GRIST Project.



English pupils in Berkshire putting up their own real news stories, producing a newspaper, in an exciting one day exercise held in March 1987.

THIS MONTH ON TTNS....

THE SEA

At the start of the summer term TTNS launched a new project on the Primary Database; THE SEA. It contains a wide variety of information, including details of places to visit and things to do, extracts from Lloyd's List 1734-1984, a Science and Technology from the sea section, and a range of teacher resources. A series of exciting competitions has begun and children can contribute their poems, stories and articles to the magazine section by mailing TCD027.

We have even made electronic contact with Shua, the first marlin; he has sailed through the centuries and all the ports of the world and now wants to share his experiences. Shua can be contacted on YNK100.

INTERCITY 21ST BIRTHDAY

As part of the celebrations for BR's InterCity service, TTNS is carrying an exclusive musical competition. InterCity is British Rail's network of fastest and most prestigious trains. The fleet includes 91 of the world's fastest diesel powered trains.

There are also plans underway to run a major environmental competition in the Autumn, as this is European Year of the Environment (EYE), which will exploit TTNS' international links with European schools. Look now at the BR Database for the InterCity competition and keep an EYE open for future plans for the major competition.

TALK MODERN LANGUAGES

A new addition to the Modern Languages database is the Noticeboard facility. Modern Language teachers will use it to exchange news and views on curriculum materials, especially in new areas such as GCSE. TTNS will be keeping users up to date with any news of particular interest and relevance to Modern Languages, via this new service.

Choose option 8 on the Modern Languages Database, if you have anything to add please send your contributions to TCD027.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7104 or 01-833 7615

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Careers Diary

The continuing shortage of engineers is concentrating the minds of the National Advisory Body, which has recently launched a campaign to attract more school-leavers and mature students into the profession.

A number of new courses will start in September 1987 at 26 polytechnics and colleges throughout England, which will make it possible for someone with non-science qualifications to take a degree in engineering.

A levels in non-science subjects will qualify the entrant to join one-year higher introductory technology and engineering conversion courses, specially designed as a foundation in engineering and with an emphasis on new technology. Mature students over 21 will not need A levels if they have appropriate work experience or other qualifications.



Engineering courses are now available to those with non-science A levels. will move on to a degree or higher national diploma course taken from a wide range of engineering disciplines. This may be full or part-time and industrial sponsorship may be available to supplement local authority grants.

Courses will be offered at the polytechnics at Brighton, Bristol, Central London, Coventry, Hatfield, Huddersfield, Kingston, Lancashire, Liverpool, Manchester, Newcastle, North East London, North London, North Staffordshire, Oxford, Plymouth, Sheffield, South Bank, Sunderland, Teesside, Thames and Trent. Colleges which will offer the courses are Buckinghamshire CHE, Cambridge College of Arts and Technology, Newham Community College and Watford College.

The Civil Service Commission has just published its list of vacancies for 1987. These include for those with A levels: executive officer, tax officer, examiner, immigration officer, employment advisor, diplomatic service Grade 9 officer, accountancy trainee, cadet, valuer, student engineer and probationary engineer. For O level leavers: clerical officer, diplomatic service Grade 10 officer, cartographic assistant, cartographic draughtsman, conservation officer, cartographic surveyor, radio technician trainee, student draughtsman, curator, technician apprentice and assistant scientific officer.

Brian Hoop

OVERSEAS

OVERSEAS

Desperate young turn to suicide

JAPAN

A total of 780 Japanese juveniles, aged 19 or younger, committed suicide last year. The unexpectedly high figure, which represents a 44 per cent increase on the 1985 total, reverses the downward trend of previous years.

The National Police Agency reveals in its summary report that more than a quarter of last year's juvenile suicides were triggered by school-related problems. Other causes included family difficulties, illness, and unhappy love affairs.

The higher-than-average total for 1986, however, is partly due to the spate of suicides which followed the death of 18-year-old Yukiko Okada, a popular singer who ended her life by jumping from a seven-storey building.

The wave of copy-cat actions which followed produced an April total of 114 suicides, more than double that of the previous April. The "Yukiko syndrome", as the media labelled it, provoked concern over the role of sensational reporting in unintentionally triggering mini-epidemics of suicides.

But April, at the beginning of the school year, is normally the peak time for juvenile suicides. This is when pupils who have failed entrance exams are most likely to become despondent.

Similarly in January and February, when study pressures are greatest and exam results become known, suicides have another peak.

School-related suicides are also linked to classroom and playground bullying. Last year, two pupils, seven fewer than in 1985, took their own lives after being relentlessly tormented by classmates.

Other suicide cases involved pupils experiencing learning difficulties and a sense of failure at not being able to keep up with the frantic pace of learning that the country's single-track education system expects all pupils to adhere to.

The police agency's report also reveals that boys are more likely to commit suicide than girls. Just over a third of last year's suicides were girls.

"Girls are not driven so hard to perform well at school," explains Miss Sachiko Okutani, a teacher. "Boys, on the other hand, are expected to enter the rigorous exam competition for places at top high schools and universities."

"But the real problem is not simply the academic demands made on pupils, but the social attitude which tolerates suicide as the supreme face-saving gesture," Miss Okutani said. "Pupils should be taught to regard suicide as a sin and a crime."

John Greenlees



Stepping out: striking teachers at the British Council's Institute in Madrid hit on a novel way of attracting public attention to their grievances by giving a display of Scottish dancing in the Spanish capital last week. They have demanded an 11 per cent increase to catch up with the erosion of salaries over the past two years. The management has offered 7 per cent or 9 per cent if staff restructuring is accepted.

Anti-racist puts human rights on the timetable

M. Claude Malhuret, the French Minister for Human Rights and one of a handful in M. Jacques Chirac's right-wing Government to condemn M. Jean-Marie Le Pen, the National Front leader, has persuaded the Education Minister, M. René Monory, to give human rights a prominent place in civic education lessons.

Civic education was reintroduced to classrooms after a long absence only two-and-a-half years ago as part of the history curriculum by M. Monory's socialist predecessor, M. Jean-Pierre Chevènement, an ardent republican.

Primary children are now taught the rudiments of civic behaviour, the symbols of the Republic, such as Marianne, and the French flag. Lessons in lower secondary schools or colleges, include the study of French institutions, trades unions, political parties and human rights.

M. Chevènement's plans for upper secondary schools, the lycées, were only "suggestions to teachers" when

FRANCE

Mary Follain on ministerial moves to counter the influence of the National Front

The Socialists were defeated in the March 1986 elections. M. Monory is now making civic education and human rights an integral part of the history curriculum. It will make its first official appearance in lycées during September 1988, reaching the baccalaureate by 1990.

The Ministry emphasizes that it wants to strengthen lycée civic education, particularly when pupils approach voting age. A special effort will be made to prepare them to exercise their civic rights in an enlightened way.

The general inspectorate for history teaching, which is preparing the new curriculum, explains that the present

concentration on political and economic elements will be complemented with a consideration of social problems, such as immigration, which confront young people in their everyday lives and in the media.

Regional school inspectors will be given immediate training in human rights teaching which they will pass on to secondary teachers. M. Monory is also planning a national competition to stimulate interest in the subject. The colleges are encouraged to focus on human rights in special project work.

Last month, at the start of the trial in Lyons of the former Gestapo officer, Klaus Barbie, the Prime Minister, M. Jacques Chirac, asked M. Monory to instruct French history teachers to give all secondary pupils at least one lesson on the anti-Semitic laws passed by the collaborationist Vichy Government.

Human rights have become a prominent issue with the rise of the racist National Front and many teachers are already responding by devoting extra time to the subject.

IT makes for more flexibility

BULGARIA

Decentralization and information technology go hand-in-hand, reports Ian Nash

The growth of information technology in the school curriculum has led to small but unprecedented decentralization of the education system in Bulgaria, according to Dr Blagovest Stoev, vice-chairman of the country's academy of sciences.

All schools study "informatics" in the teachers have considerable autonomy over the subject and the choice of three textbooks.

He said: "This is unusual in Bulgaria, with such a highly centralized system of education, but informatics is a young subject and there is a ready experiment more with different approaches."

Latest educational technology developments in more than 10 countries, including Britain, the Soviet Union, Japan, France, West Germany and the United States, were spelled out at a second international conference of children in the information age, held in Bulgaria last month.

A worldwide move towards a "total economy" of public and private financial support for an education system combining local and central government initiatives was seen to be emerging. Even in the Soviet bloc there was an input from private enterprise into education using robotics and control systems.

Bulgaria, one of the major Eastern manufacturers of educational technology, has focused its efforts on an experiment in 27 randomly-selected multi-ability schools which have abandoned the traditional curriculum for a modular approach.

The scheme, financed by the Ministry of Education, involves 25 technical and 100 teaching and science support staff in a curriculum where the computer is at the heart of every lesson.

The timetable is divided into three subject areas - languages and mathematics, nature (including physical sciences) and society (including history, literature and the arts). The scheme starts with day-to-day and will follow their progress through to university.

Dr Stoev studied in Britain and while he stressed that he believed the Soviet system of education benefited from a more reliable financial backing, said the development of educational technology owed much to what had happened in the UK.

Bulgaria has now given high priority to a number of initiatives to improve general "computer literacy" among the general public, including a series of public lectures and a television series similar to those transmitted by the BBC, on basic information technology.

Grading makes dollars and sense for unions

UNITED STATES

Bill Norris reports that a national voluntary certification scheme will mean big pay rises for teachers

A year after the Carnegie Forum on Education and the Economy upset America's educational establishment by proposing a national certification board for teachers, the idea has come to fruition. The first 33 members of what will eventually be a 63-strong board have now been announced, and begin work this summer. The first teacher certifications are expected within four years.

Unlike most reports on education, which tend to be discussed, criticized, pigeonholed and forgotten, the Carnegie scheme has had the impetus of cash behind it. The board, which is expected to spend \$40 million to \$50 million (£25 million to £31 million) on research and development before issuing its first certificate, is being backed by the rich and powerful Carnegie Corporation.

This independence from fickle federal funding, coupled with support from the teachers' unions, is seen as the key to its progress towards reality.

The aim of the new board will be to put teaching on a par with other professions. It will certify educators on four levels, ranging from entry-level candidates to "lead teachers" of proven ability. Certification will be voluntary but, since it will provide higher status and pay, Carnegie expects an enthusiastic response.

If the forum's recommendations are implemented, lead teachers would get \$65,500 (£41,000) for working a full year. Advanced certificate holders

would be paid \$42,000 for 10 months' work, and certified teachers would earn \$35,500. The current average teaching salary is about \$25,000.

Significantly, the creation of the new board means that teachers will, for the first time, be getting a major say in the standards to be set for their own profession. They will claim two-thirds of the seats, with other members of the education community and the general public being allocated the rest.

What is more, three-quarters of the teaching professionals on the board, who will ultimately be elected for three-year terms by Carnegie-certified teachers, will be required to be active at elementary or secondary levels. One-third will be office holders of the National Education Association or the American Federation of Teachers, whose respective presidents have already been appointed.

Mr Albert Shanker, the AFT president, last week described the formation of the board as "an historic step. For the first time, teachers will have a major role in setting standards for what it is teachers need to know and be



Teachers will be getting major say in setting professional standards

able to do." Eventually, he said, his union might require certification by the board as a condition for membership.

The NEA, which was at first cautious about the idea of national certification, has come to support it because of the heavy involvement of practising teachers.

Research on the new examinations is currently being carried out at Stanford University, where Professor Lee Shulman, of the education faculty, is enthusiastic about the progress being made. "What we are trying to do is quite extensive, quite extraordinary," he told the San Diego meeting at which the formation of the board was announced.

"We're not simply attempting to develop a better mousetrap. Research will give the board fundamental ammunition to carry out certification."

Despite the enthusiasm that individual states are expressing for the project, there are concerns about how the certification process will fit in with existing collective bargaining agreements and school boards' rights to hire and fire teachers.

Only one group seems adamantly opposed to the scheme - the American Association of School Administrators, whose members would find their bureaucratic wings severely clipped by the increased power of teachers.

Its president, Ms June Gabler, has described the number of teachers on the new board as "nothing more, nothing less, than an attempted takeover of America's schools by the teacher unions".

Old folk in a class of their own

There is no fixed age for graduating from an American high school. Adults who have dropped out and returned to the classroom are not all that unusual. Even so, Mrs Sarah Saklad of Lowell, Massachusetts, created something of a stir when she graduated. She is 97 years old.

She came to Boston from Russia at the age of five, worked in her parents' delicatessen during the day, and took evening classes at high school.

But she dropped out at 17 and went on to study dance at the Boston Conservatory, eventually opening her own ballet school.

All that was a long time ago. For several years she has been living at Lowell's Willow Manor nursing home, where she and nine other residents decided that they wanted something they had never had: a high school diploma.

Two teachers held classes in mathematics, science, history and literature.

Textbook pages were enlarged, and pencils and pens modified for stroke victims. Credits were given for skills in foreign languages, and for giving oral histories of their lives.

Death and illness claimed three of the students over the next two years, but the six survivors have finally donned blue gowns and tasselled caps.

They received their diplomas to the strains of Elgar's *Pomp and Circumstance*, under a pink and white tent in the nursing home grounds. The youngest was 80 years old.

"I never thought I could do it," said Mrs Saklad. "If I can, every senior citizen can. They just have to want it, and put their minds to it."

A national event to help children in need

(over)

THE SPORT AID 1000

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Fixed-term contract planned

AUSTRALIA

The South Australian Education Department is holding talks with teacher representatives about radical plans to introduce annual staff assessment and to base employment on seven-year tenures.

The proposals form part of a mammoth personnel restructuring package which the department believes will lead to better deployment of staff where they are needed.

The tenure plan would see teachers being moved around schools and even subjects at the end of the seven years, although it would be possible for them to re-apply to stay where they were.

A fixed-term contract of five or perhaps seven years is also being negotiated with headteachers. The idea is that heads will move around schools, possibly also in deputy head or other capacities.

Teachers' assessment, if all goes to plan, will be carried out by their peers. Although primarily geared at helping teachers to assess their own work, it is expected to play a role in recruiting

those who are no longer up to scratch.

The restructuring exercise was prompted by the need to create a management structure that would allow human resources to be put where they were needed. Mr Greg Crofter, South Australia's Minister of Education, Children's Services and Aboriginal Affairs said: during a visit to Britain organized by the British Council.

South Australia had an ageing teaching force and a declining school population. "There is a real danger in big bureaucracies that you can become complacent."

Mr Crofter's ministerial assistant, Mr John Steinle, added that the redeployment would help teachers' professional development and provide them with new challenges. A teacher in a prescriptive role might be moved to something more "comfortable" once the

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Counting teacher duties by
activities rather than hours

Sir - In "Counting the hours" (TES, May 22) John Sutton has fallen into the dangerous time-trap which may ensure that "professionalism" will never again be the yardstick of teachers. His encouragement for heads to "budget", with an accuracy akin to the financial world, is understandable in its caution: but it not only accepts the crude substitution of accounting for professionalism, which the teacher unions will now adopt; it fails to grasp the opportunity for a return to earlier standards of service conditions.

The plain fact is that the 1,265 hours of directed activities, coupled with the "professional duties" of paragraph 4(1) of the new contract, amply cover all that a head can reasonably

expect of a member of staff. This should be demonstrated to staffs by local education authorities and heads, with the aid of a basic model which leaves three-and-a-half hours per week unaccounted for.

The simplest model consists of 220 hours outside a five-and-a-half hour school day. Of this 220, an average of one hour per week of meetings, six parents' evenings, five days of INSET and three appraisal interviews leaves a comfortable cushion of 133 hours.

Having demonstrated this, i.e.a.s. and heads should put away their models and quantify teachers' duties by activities rather than hours. They may also be able to negotiate a creative use of spare time, for example in forming

homework clubs to raise achievement, or by ensuring that PTAs do not just consist of parents.

However damaging the teachers' dispute has been over the past two years, and despite the reservations which heads and teachers have with Mr Baker's response, there is now the opportunity to get back to the proper standards of a normal education service. It is up to headteachers to take the lead.

PAUL FARMER

Headteacher
Dick Sheppard School
Tulse Hill, London SW2
(Head designate of Sedgill School in south London)

Safety catch

Sir - In an otherwise valuable article, "Counting the hours", John Sutton suggests that, under the new conditions of service, extra-curricular activities like school plays, concerts, sporting activities and field trips will have to remain voluntary. This needs urgent qualification.

Once teachers' hours of work are defined and are at the direction of the head, a teacher who voluntarily works with pupils outside those hours does so on his/her own responsibility. If an accident occurs, neither the school nor the i.e.a.s. can necessarily be held liable. The teacher will be personally liable and would have to defend him/herself at law.

The only protection would be for the i.e.a.s. - and governors of voluntary schools - to declare formally that they are liable for pupils' safety when supervised by a teacher outside the directed hours. Without such a declaration, teachers would be very foolish to take such a risk.

LAURIE SMITH
23 Pine Walk
Carshalton
Surrey

Contracting rôle

Sir - How discouraging that John Sutton chose to perpetuate the naïve belief that teachers will continue to "give freely of their time" once the imposed contractual hours become a reality.

He, like Mr Baker, has apparently been deaf to the warnings which have been voiced by "the most committed and enthusiastic teachers" during the past months that voluntary work will cease under this contract. Such work will no longer represent to teachers part of the criteria against which to measure their professionalism since the contract itself signals the end of such professional self-regulation of time.

A redefinition of the teacher as a professional has been established by Mr Baker's contract and it is incumbent on heads to make parents aware of where the responsibility lies when teachers begin to fulfil their new narrowly-defined rôle expectations.

JOHN McKELLAR
61 Langholm Crescent
Darlington
Co Durham

PETER SNAPE

General Secretary
Secondary Heads Association
107 St Paul's Road
London N1

Levelling out

Sir - A number of corrections need to be made to comments which appeared in Mr Huggill's article, "Why radicals call for return of O levels" (TES, May 15).

The article gives the impression that the University of London School Examinations Board (ULSEB) is anxious to continue to provide a GCE O level examination in the UK for an indefinite period; this is not so. ULSEB is fully committed to the introduction of the GCSE in June 1988 in co-operation with the two CSE partners in the London and East Anglian Group for GCSE.

The article also confuses the policies of ULSEB relating to overseas candidates and British (overseas) candidates in the country.

The London GCE syllabus will continue to be available for overseas candidates.

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able for these candidates are only now being published. It is unreasonable to expect private candidates to be able to transfer to a GCSE course at less than a year's notice. ULSEB therefore intends to hold a GCE O level examination for these candidates in a limited range of mainstream subjects in June 1988 and January 1989.

In the board has no intention of providing a "home" GCE O level examination after those dates. The only London GCE O level examination in the UK will be the overseas GCE O level examination, held specifically for students from overseas.

A R STEPHENSON

Secretary
University of London
School Examinations Board
22 Russell Square
London WC1

United effort

Sir - A clear, confident expression of our profession's own views is still to be heard amid all the flurry of debate over education. This is our continuing problem. However sincere our differences, and our preferences for our own unions, until we speak with one voice on all major issues, half a million qualified people will continue without the influence their training, role and numbers merit.

Pilot petitions in Hertfordshire and Cheshire (organized by colleagues at Christleton high school, Chester) have brought more than a thousand signatures in each county. Now we are about to ask the many thousands of colleagues who have written to us from some 750 schools if they would co-operate to distribute the petition within their counties. The petition calls for a working party of leaders from each union to consider ways of achieving a common voice for the profession.

Our own submission to the working party would be for a confederation. This would resolve differences over policy by a common ballot, but leave each union to decide independently by what methods it would support the common policies.

If other colleagues would like to help, perhaps they would write, including a stamped, self-addressed envelope. We believe a common voice is achievable if those of us who want unity unify our efforts to win it.

NORMAN SOTER and TREVOR HONES, NAS/UWT
ANN LIBBY, AMMA
MALCOLM EASTHAM, NAHT
TIZZY WHITTE, NUT
Teachers for a Common Policy
Nicholas Breakspear School
St Albans, Herts

Germane model

Sir - For some time now I have listened to Mr Kenneth Baker speak of a national curriculum being introduced similar to those operating in European countries such as West Germany. Recently I accompanied a group of 16 to 19-year-olds with severe learning difficulties to West Germany on an educational visit.

The school we visited had much more to offer than a national curriculum. Their pupils remained in education until they reached 25 when they could go either into open employment or sheltered workshops. The workshops are funded by employers who are obliged to take a certain percentage of those with disability, or pay for their place in a workshop. As a result the facilities were superb.

The school facilities were also second-to-none, and the staffing ratio per pupil was far greater than in the school where I work. There was no comparison when it came to resources and equipment: the Germans outshone us.

Perhaps the Government could look again at our European neighbours.

LYNN LINES
Addition Unit
High Birch School
Bolton Road
Rochdale

Talking point

Sir - You report quite correctly (TES, May 22) that the Professional Association of Teachers has expressed concern to the Secretary of State for Education and Science over the question of age-related testing. PAT's point was that teachers may teach to the test "thus endangering those very principles of breadth, balance, relevance and differentiation which the national curriculum is designed to ensure".

What you did not report was the Secretary of State's written reply to the Association. In a very comprehensive reply, the Secretary of State says: "The precise balance between assessment and testing is a matter for professional advice, but I can say that, in general, in-class assessment will play a significant part. We do not want teachers to teach only what is testable, and the working groups will be asked to draw up programmes of study which reflect this."

This statement is quite significant, and puts quite a different complexion on the whole question of "testing". But even more significantly, it shows the importance of talking and discussing in order to resolve differences.

JOHN R ANDREWS

Assistant general secretary
Professional Association of Teachers
99 Prior Gate
Derby

Why staff should skip first meeting

Sir - As chairman of the governing body of a maintained secondary school, I welcome the advice the teachers' unions have given to their members to stay away from the first annual meeting of parents with governors. If teaching staff are not present, the chairman has no need to consider the pros and cons of "the right of reply" should a parent misunderstand the purpose of the meeting and seek to air a personal grievance against a teacher. It will thus be much easier for the chairman to deflect any grievance into the proper channels of communication.

It is important that this annual

meeting is recognized as an opportunity to examine the totality of the school as a provider of education for its pupils. The annual meeting is not a forum for usurping the line management role of the headmaster and senior staff.

Although the most significant function of a school is represented by the varying relationships between teachers and pupils that make up the learning experience, or active element, the governors in the first instance are concerned with those passive features that form the framework for the learning environment, namely premises, books, stationery, apparatus and

equipment and most particularly the curriculum.

At the parents-with-governors meeting it would seem relevant to discuss the content of the curriculum, even in considerable detail, the time allocated to each subject/activity, the range of subjects/activities and the option choices available at various ages and stages of the pupils' development. It would not be appropriate to examine the classroom manner and teaching methods of individual teachers. This must be taken first to the headteacher and only to the governing body if a satisfactory solution cannot be found.

Once the conduct of these parents-with-governors meetings is established, then it is to be hoped that teachers will wish to be present as an important component of the partnership with the governors, the headteacher, the parents and the local education authority, who, by working together, provide a structured, stimulating education experience relevant to the career and positive leisure interests of the pupils.

Dr FELICITY SIMPSON
Cobham Cottage
Water Lane
Thurnham
Kent

Warm welcome

Sir - How very sad it is that the teachers' unions are advising their members to boycott the annual parents' meetings.

The NUT's own publication *Pupils, Teachers and Parents* (January 1987) advocates better links between parents and teachers and surely these meetings could help to further this objective. Of course, governors chairing these meetings have to be vigilant that

members of the school staff are not defamed or insulted by parents, but it seems unnecessarily negative of the unions to assume that this will happen - it is quite likely that parents will use the meeting to thank teachers for their work. It will be difficult for parents to be positive about teaching staff who boycott this meeting.

It is also sad that teachers should pre-judge these meetings and assume that they cannot be to the advantage of all parties concerned in education.

These meetings could become a pleasant annual event at which parents, governors and teaching and non-teaching staff discuss a school's problems.

Please, teachers, don't boycott, give these meetings a chance to work.

DEBORAH REAVELL
(chairman of governors)
25 Cromwell Road
Basingstoke
Hants

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TALKBACK

TEACHING PRACTICE

The importance of overview

Jan Rafferty

I found the challenge, thrown down by Liz Rippin *et al* (Talkback, May 8) in their article on the present teaching practice arrangements impossible to resist.

After a year's secondment from the primary classroom, during which - thanks to my local university - I have had the opportunity to work for the first time as a teaching practice supervisor, the roles of both class teacher and supervisor are fresh in my mind.

The writers of the article make two assumptions which, I fear, are only too common among sections of our profession and which are not, in my experience, a reflection of the whole truth.

They assert that "schools are where the teaching expertise is" and go on to allege that, if such practical expertise is to be found anywhere else, it is certainly not the province of supervising teachers, their skills lying in "other, equally valid directions".

The truth probably lurks in a grey area between these two statements, but the ideas are pervasive and all too readily adopted by students, along with the many other socializing myths of the teaching profession.

I have always regarded colleagues at the faculty of education as fertile sources of advice, both practical and theoretical, and my closer connection, over the past year, has done nothing to dispel this belief.

Tutors must not only keep abreast of innovations in practice but examine the ideologies underpinning proposed changes and observe the problems of translating theory into practical objectives in different situations. Over the year, they may be called on to work with a number of others: students, teachers, advisers and not uncommonly children too.

They have the opportunity to develop an overview - an opportunity not to be lightly valued, as those of us who have been seconded know only too well.

Schools often try hard to show students a similar range of situations and teaching styles. However, the understandable eagerness of the student to take a class and the dictates of time can lead to a fairly narrow experience of one teacher's style.

At best, this style will reflect one aspect of good practice. At worst, what students may be exposed to is a species of crisis management which they unfortunately interpret as providing a reality missing from the rest of their studies.

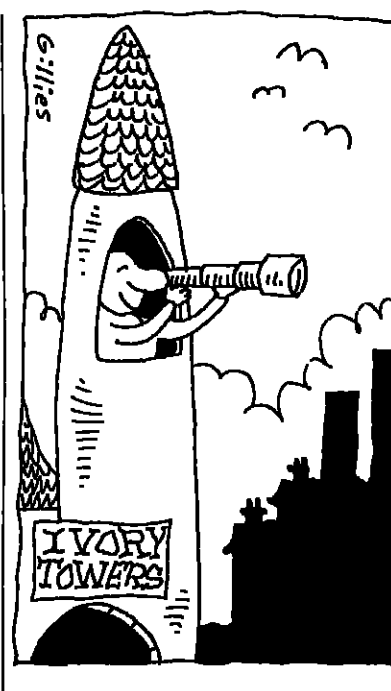
If universities encourage this view of a split between the vision supposedly presented in seminars and the reality represented by one classroom, then they must accept part of the blame for their ivory-tower image. However, teachers too could benefit from examining a little more closely their long-held mistrust of both the academic and the teacher who has taken time out of the classroom.

Neither should the ability of every teacher to take on the supervision of students as part of their job be taken for granted. Watching another adult work is easy. So is explaining how you would personally handle a particular child or set of circumstances. Helping students to establish and develop their own approach is far more difficult. It requires a particular skill, in one of those "equally valid directions" referred to by Liz Rippin and her colleagues.

A relationship between class teacher and student which encourages each partner to learn from the other is, of course, what we should be aiming for. However, we must exercise caution before assuming that a closer relationship will, in itself, lead to more worthwhile classroom practice.

There is a great deal to be said for the overview.

Jan Rafferty teaches in Coventry but is seconded to Leicester University this year.



NAPE PARENT

Light in the tunnel

Carolyn Moran

is interested.

It is enormously refreshing to meet teachers with an urge to communicate. Past experience had led me to half-expect a defensive reaction to inquiries about what my children were doing in school, as though for some teachers questions equalled criticism.

At my daughter's last school, I was a parent governor. I recall one governor meeting where interest was expressed in the courses that two of the teachers had attended as part of their in-service training.

The head and teacher representative replied that courses like these were "professional" matters, which lay people could not understand, and so there was no need to discuss them. As one course had involved the curriculum, of which the governors were supposed to have oversight, this attitude seemed to me a sad one.

On another occasion, a number of parents asked the governing body to consider providing a time when the new reading scheme could be explained to them. The head replied that she might arrange a meeting in two years time, but not before as the staff still had a lot of work to do on the reading programme.

I am sure this was true, but it did nothing to boost my confidence in the

school, and the lack of communication caused some unnecessary tension between the head and some parents.

NAPE is in the business of building bridges to increase the level of understanding between teachers, governors, parents, taxpayers and other interested parties. I support that aim wholeheartedly.

Communication will result in understanding and, I hope support for what teachers are trying to achieve. Many parents want to be involved in their children's education, not just by helping to mend books and paint classrooms, but by knowing what their child is doing in school.

If there is public approval of the proposed national curriculum, it will be largely because people feel that they are being offered clear information on what things children will be taught. Not all teachers communicate their goals in the classroom to parents, and as a result their approach can seem vague or disorganized.

Dorset NAPE will attempt to provide a forum for those who put the needs of the children first, and who wish to create an effective partnership for their benefit. It is a gleam of light in the dark tunnel through which education is passing at the moment, and greatly to be welcomed.

not in proportion to their relevance to adult life.

There is a mistaken view prevalent among the public and many professional educationists that written examinations equal academic rigour. The distrust which greeted the introduction of coursework in GCSE illustrates this attitude.

It is strange that there should be such vehement support for written papers, which by their very nature largely exclude the assessment of such academic skills as investigative research, formulation and testing of hypotheses, experimentation, problem-solving and presentation of evidence in different forms.

Universities and polytechnics claim to base their courses on the development of these skills, but select their students on the results of examinations which do little to test them, and have only the loosest correlation with degree performance.

Exam papers test a very limited range of skills in a rather unreliable way. They emphasize the acquisition of knowledge in isolation from its use. They are demotivating to many students because they fail to develop or assess the natural talents which young people possess in abundance.

Why then do we subject our students to such a ritual every year? Do we really think it is fair or worthwhile to base the assessment of a young person's ability on their performance in such artificial situations as two or three-hour written papers which they will rarely if ever face again?

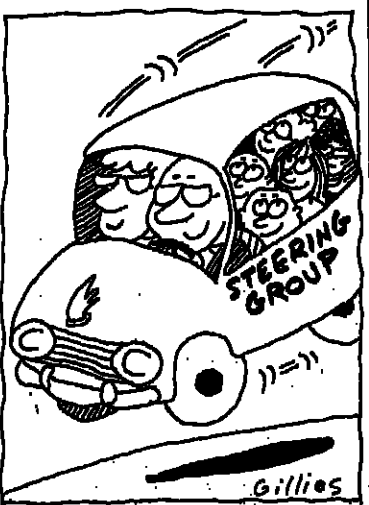
Surely it is time that their trepidation was finally recognized?

G M Gorman is head of economics at Huddersfield High School, West Yorkshire, and a GCSE and A-level teacher.

Six months ago I received a phone call from a headteacher friend, asking if I would be a parent representative on the steering group setting up a Dorset branch of the National Association for Primary Education.

I was cautious, since I already had plenty of other commitments. But he suggested I go to the first meeting and then decide. I went, and was won over, as he doubtless thought might happen.

Since then, I have been working with the salt of the teaching profession - heads and teachers who really want to share the exciting things about primary education and its vital part in the life of a young child. They have a genuine desire for dialogue with parents, governors, and anyone else who



EXAMS

Not the answer

Gerry Gorman

For the past few months countless hours of precious and expensive lesson-time have been spent in preparation for the exam season. The whole paraphernalia of question-spotting, mnemonics and revision techniques and the publishing industry's revision guides and study aids all amount to a massive investment of time and money. But what does it all achieve?

Notwithstanding the introduction of GCSE, written examination papers remain the main form of assessment, but even a superficial analysis reveals their unsuitability for this purpose.

Exam papers place tremendous pressures on students. Every year newspaper and television features advise candidates and their parents how to prepare for exam: cope with stress; make lists of important points to remember; make life easy for their children and so on. Occasionally, the more grievous consequences such as suicide and nervous breakdown emerge.

Of course, most students cope, and the advice is usually useful and well-meaning, but why should it be necessary to ask this? Is it really how we want our children to spend a large part of their teenage years?

One of the most depressing features of a teacher's job is standing in an examination hall watching the bored and brainless expressions of pupils undertaking tests which do little to assess their knowledge and understanding. These tests are often based on rote learning and

Examination questions, especially essays, are notoriously open to misinterpretation. The comment "candidates did not appear to understand the type of answer required" appears frequently in examiners' reports. But it would often be more honest to write: "This was a badly-phrased and obscure question which confused candidates."

It is by no means unusual for a mark scheme to be rewritten totally because a poor question induced "corresponding poor answers".

Another notable feature of examinations is the wide discrepancy between individual interpretations of the merits of supposedly exemplar scripts, which can result in several different grades being awarded to the same candidate. When a difference of one grade can be crucial for selection for future education or employment, such differences are extremely disquieting.

Many candidates suffer in exams because of difficulties in expressing themselves in written English. Students who can put out forward and explain ideas lucidly in speech may find it difficult to demonstrate the same abilities in the unreal atmosphere of a written examination.

The use of written English should not be downgraded, but other forms of expression, such as the spoken word and non-verbal communication, are just as important and necessary. These forms of expression are often neglected in examinations, but

not in proportion to their relevance to adult life.

There is a mistaken view prevalent among the public and many professional educationists that written examinations equal academic rigour. The distrust which greeted the introduction of coursework in GCSE illustrates this attitude.

It is strange that there should be such vehement support for written papers, which by their very nature largely exclude the assessment of such academic skills as investigative research, formulation and testing of hypotheses, experimentation, problem-solving and presentation of evidence in different forms.

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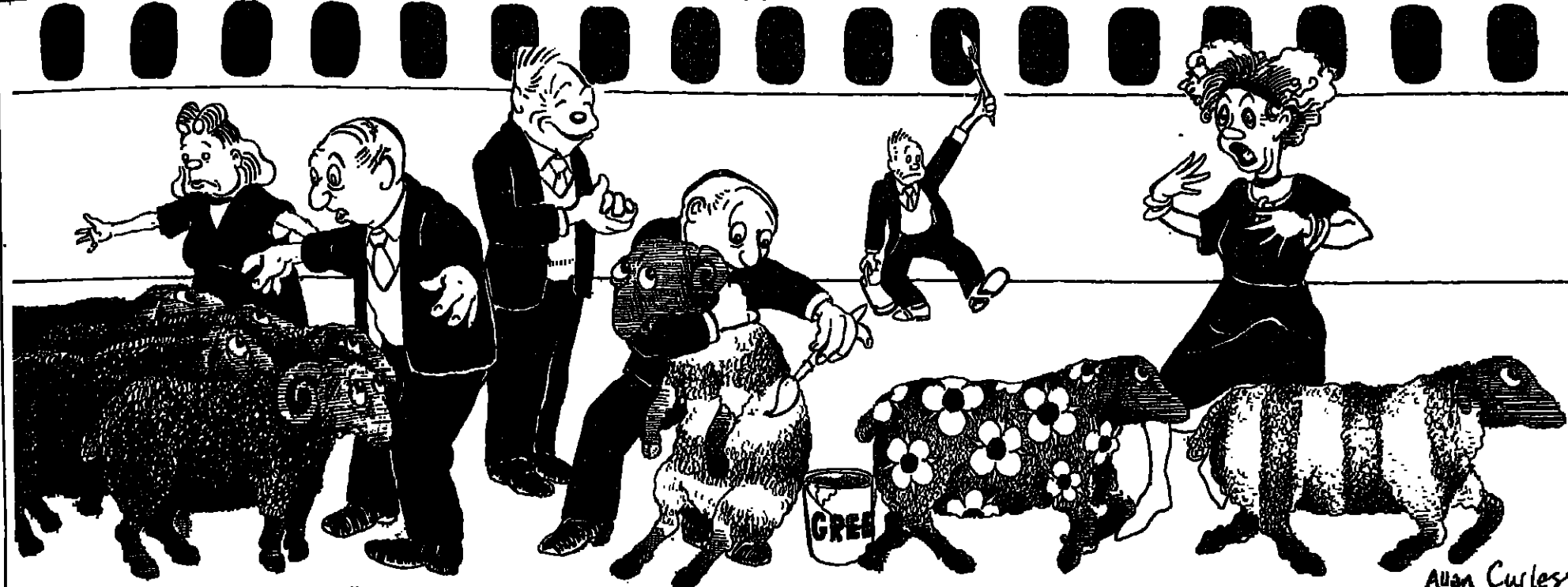
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G M Gorman is head of economics at Huddersfield High School, West Yorkshire, and a GCSE and A-level teacher.

FEATURES



The *Daily Express* announced on May 14 that "a top headmaster at a controversial comprehensive in a left-wing, London borough is to quit, David Evans, of Langham School in Haringey, north London, has joined a growing number of heads who have also packed in their jobs".

Yet Mr Evans told the *Express*: "I'm certainly not resigning or moving from Haringey because I feel under pressure from anybody. I've been very, very happy in my position here. I'm moving on in my career."

It's hardly a national newspaper story that a headmaster is moving on in his career. So the *Express* quoted the Conservative opposition leader in Haringey, Mr Bob Hall, who said: "I don't know whether Mr Evans was happy with his school, but I should have thought he's just had enough. He was probably being diplomatic in what he said." Mr Hall's quote was all the justification there was for the startling headline "Headmaster joins exodus from the left".

"Loony" left-wing teachers and policy-makers in London are now an accepted part of the political landscape. But are they real, or a creation of the mass media?

Politicians believe in them, or say they do. At any rate, Mr Kenneth Baker and Mr Norman Tebbit for the Conservatives, and Dr David Owen and Mrs Anne Sofer for the SDP, seem convinced. Perhaps more significantly, so does Mr Neil Kinnock. But some of the stories on which the loony left image is based are fabrications.

The media research group at Goldsmiths' College has examined reporting of Labour councils in London. Its researchers are now canvassing

'Some of the stories on which the loony left image is based are fabrications'

journalists - and finding that those with most experience of reporting local government are convinced that coverage is biased to suit newspapers' political views.

They have traced the flightpath of a story which started its life in the *Daily Star* on February 15 last year. "Toddlers have been ordered to stop singing Baa-Baa Black Sheep... because it is racist. Staff at a nursery school in Hackney, London, claim the traditional nursery rhyme is offensive to blacks... It has been banned altogether at Beavers nursery. The nursery staff at first wanted the 30 children... to sing 'Baa-Baa White Sheep' instead. But now it has been banned altogether."

Three days later, the *Hackney Gazette* ran the story - but in its version, Labour councillors had banned the rhyme. Two days later, *The Sun* picked up the *Gazette* version: "Loony left-wing squillions have banned children from reciting the nursery rhyme... because they claim it is racist."

Neither Hackney Council nor the nursery school banned the rhyme, says the Goldsmiths' report. But the school does sometimes sing Baa-Baa White Sheep, for which they wrote a new set of lyrics as well as the traditional version. The nursery school's policy is to sing the traditional version, but to use the new lyrics when appropriate. The *Daily Mail*, Hackney Council ordered playground

Loony tunes

Francis Beckett looks for the truth behind the 'Baa baa green sheep' headlines

ers to attend a racism awareness course, on the threat of withdrawing their grant, where they were instructed that in future children must sing "Baa-Baa Green Sheep". Other newspapers repeated the story without using the council's denial: the *Birmingham Evening Mail*, *Liverpool Echo*, *Yorkshire Evening Press*, *Birmingham Post*, *Sunday People*, *News of the World*, *Sunday Times* and *Sunday Telegraph*.

In fact, says the Goldsmiths' report, "the course had been requested by playground leaders in Haringey, attendance was not compulsory and the council issued no such ban. It remains unclear as to whether the rhyme was even mentioned at all".

Eventually, perhaps inevitably, someone really did ban Baa-Baa Black Sheep. It happened in an Islington nursery, and, says the report, "the staff at the nursery seem to have been under the mistaken impression that it was council policy to discourage the rhyme". In fact, Islington councillors really were keen to discourage - though not ban - the ditty, an awkward point the Goldsmiths' researchers pass over rather quickly.

Two more examples from the report concern education. According to *The Sun* on February 26 this year, "a loony left council is splashing out at least £9,000 to send a group of black teenagers on an all-expenses paid jaunt to communist Cuba". Actually, the trip was organized by a group called Caribbean Exchange, and Brent Council did not pay for it, though it did allow Caribbean Exchange to use council premises for fund-raising events.

And a conference organized by Haringey Community Relations Council which discussed teaching black children Creole became, according to *The Sun* of May 27 last year, "the latest wheeze from barmy Bernie Grant. The leader of London's Haringey Council wants children to be taught West Indian-dialect Creole." The conference, says the Goldsmiths' report, was distorted in the *Mail* on Sunday and *The Sun*, but properly reported in *The TES* on May 23, 1986, under the headline "Black parents in Creole campaign".

The Goldsmiths' group is not the only one to voice concern about the way Labour councils are reported. After the National Union of Journalists opened its complaints procedure to the general public last year (previously it had only been open to NUJ members) it received a flood of complaints, and its newly-formed ethics council aims to produce a report later this year.

Journalist Scarlett McGuire has been working on Goldsmiths' next phase: talking to journalists who cover London councils. Most journalists she has spoken to so far accept that Labour councils are not racist, but some do not. Some are concerned about the way Labour councils are reported, and some are not. The *Daily Mail*, Hackney Council ordered playground

ers to attend a racism awareness course, on the threat of withdrawing their grant, where they were instructed that in future children must sing "Baa-Baa Green Sheep". Other newspapers repeated the story without using the council's denial: the *Birmingham Evening Mail*, *Liverpool Echo*, *Yorkshire Evening Press*, *Birmingham Post*, *Sunday People*, *News of the World*, *Sunday Times* and *Sunday Telegraph*.

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Eventually, perhaps inevitably, someone really did ban Baa-Baa Black Sheep. It happened in an Islington nursery, and, says the report, "the staff at the nursery seem to have been under the mistaken impression that it was council policy to discourage the rhyme". In fact, Islington councillors really were keen to discourage - though not ban - the ditty, an awkward point the Goldsmiths' researchers pass over rather quickly.

Two more examples from the report concern education. According to *The Sun* on February 26 this year, "a loony left council is splashing out at least £9,000 to send a group of black teenagers on an all-expenses paid jaunt to communist Cuba". Actually, the trip was organized by a group called Caribbean Exchange, and Brent Council did not pay for it, though it did allow Caribbean Exchange to use council premises for fund-raising events.

And a conference organized by Haringey Community Relations Council which discussed teaching black children Creole became, according to *The Sun* of May 27 last year, "the latest wheeze from barmy Bernie Grant. The leader of London's Haringey Council wants children to be taught West Indian-dialect Creole." The conference, says the Goldsmiths' report, was distorted in the *Mail* on Sunday and *The Sun*, but properly reported in *The TES* on May 23, 1986, under the headline "Black parents in Creole campaign".

The Goldsmiths' group is not the only one to voice concern about the way Labour councils are reported. After the National Union of Journalists opened its complaints procedure to the general public last year (previously it had only been open to NUJ members) it received a flood of complaints, and its newly-formed ethics council aims to produce a report later this year.

Journalist Scarlett McGuire has been working on Goldsmiths' next phase: talking to journalists who cover London councils. Most journalists she has spoken to so far accept that Labour councils are not racist, but some do not. Some are concerned about the way Labour councils are reported, and some are not. The *Daily Mail*, Hackney Council ordered playground

be branded as racist, or sexist, or even heterosexual (anti-gay) when you are not. The Baa-Baa Black Sheep story was seriously damaging because it was believable, and eventually, apparently believed by some nursery teachers in Islington. Most of us would simply find such an instruction laughable.

But, damaging as that is, it is not half as destructive as the behaviour of some national newspapers. Some London teachers do fear unjustified accusations of racism. But those who have been subject to the sanctimonious attentions of the popular tabloids would gladly receive a hundred race advisers in their classrooms instead. An unthinking newspaper campaign can do deep and lasting damage to a school.

A *Daily Express* story of February 8 last year, headlined "Angry parents hit at girls' school lessons in vice", about ILEA's Parliament Hill girls' school in Highgate, was described by the Press Council on October 3 as "significantly inaccurate and seriously misleading... inadequately researched... gave an unbalanced account of the course, and was unacceptably sensational".

The school was delighted with the ruling. Its troubles, it thought, were over. But its troubles were only beginning.

The "angry parents" consisted of Mrs Barbara Robson. After the Press Council adjudication, the *Islington Gazette* rehearsed the story under the headline "Girl fights classroom 'propaganda'". The girl was Mrs Robson's daughter Myfanwy. The *London Standard* came next, with a full-page feature about Myfanwy. So the *Daily Express*, unchastened by the Press Council ruling, also interviewed Myfanwy, headlining their profile

'Exploited for propaganda and in a newspaper circulation war'

"It's like guinea pigs who'll end up on the streets". In November, the *Islington Gazette* and the *Express* returned to Myfanwy, whose mother, it seems, put her case in *Express* language: "Myfanwy was subjected to a terrible ordeal because she dared speak out against political indoctrination in schools." There was, apparently, a discussion, with no violence, no raised voices and no anger, though Mrs Roberts was able to identify "pointing fingers".

The real ordeal is the one the school, its parents, teachers and pupils went through. Even adults don't find it easy to cope with a sudden media spotlight. At 14 it's harder, which is why the school decided on the discussion to which Mrs Roberts objected. After it, said Mrs Roberts, Myfanwy was suffering from "nervous anxiety", and after the year she'd had, no wonder.

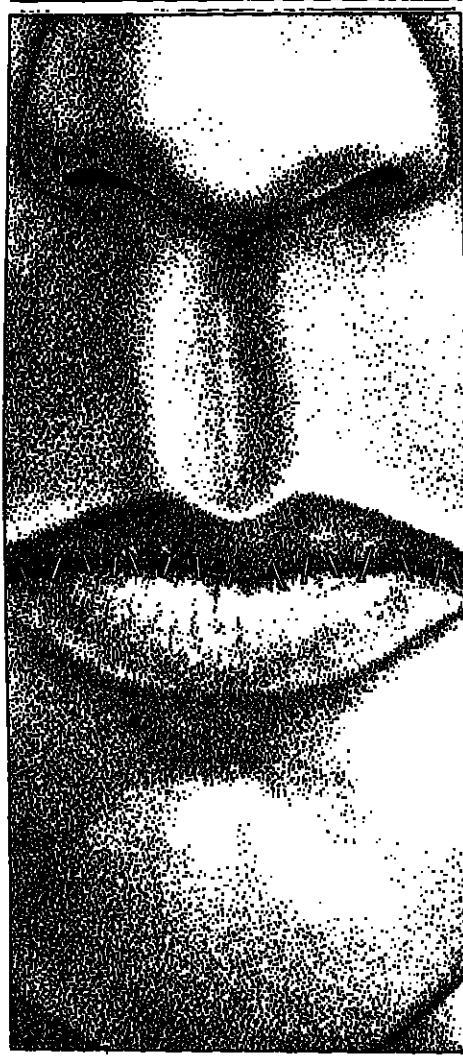
It's not over for her. It won't even be over when she leaves school. Because one day, she will realize how, as a child, she was exploited for political propaganda and in a newspaper circulation war. It won't be a nice moment for her.

Media Coverage of London Councils issued by the Media Research Group, Goldsmiths' College, Leighton Way, New Cross, London SE14 6NW. Francis Beckett is a former president of the National Union of Journalists.

FEATURES

Publish and be damned

Nick Baker talks to teachers who spoke out and looks at attempts to limit their freedom of expression



Michael Delany

...affecting appointments and promotions.

Last year, in the wake of the Honeyford affair, the Labour-controlled Bradford city council produced a set of draft guidelines about publication aimed at all its employees, including teachers. It includes the forbidding of individual employees to "seek to influence or change council policy via media activity", acknowledging (in a covering letter) that during recent times the council and individual councillors have "suffered severe embarrassment through the actions of some employees who had published".

The set of guidelines was leaked to the press, but has not been circulated to teachers and other employees as firm rules. Nevertheless, the import of the guidelines continues to have some effect. According to Bradford's deputy chief executive Brian McAndrew, who was instrumental in writing the guidelines, they are "made known to some employees in particular circumstances".

One such circumstance is when a Bradford teacher is contemplating publication. He or she would be told of the guidelines if he or she approached the authority before publication.

Another such circumstance is after a teacher has transgressed. Last year, a physics teacher criticized Bradford's sex equality policy in a local newspaper. He identified himself as a head of mathematics and named the school where he worked. He was reprimanded, and told he could have published as a private individual, but he earned himself a talking-to by identifying himself and his school. He agreed not to publish anything further without consultation.

Bradford's draft rules are currently being discussed within the local authority and are shortly to be formally discussed with teacher unions before any circulation to employees. Brian McAndrew says people need to be brought "up to date" on the subject of freedom of expression versus loyalty to an employer.

The draft guidelines say that employees should only seek to change policy through "legitimate channels", either through management or unions. As far as teachers are concerned, this again appears to presuppose that teaching is fully unionized and to allow the teachers' union to have their own guidelines and policy. It is not clear if this is the case.

There is nothing in the usual contract of any teacher at any level forbidding publication. Theoretically, at least, teachers are as free as anyone to publish what they like, where they like.

The theory doesn't work in practice. If the 15 or so cases examined by *The TES* are anything to go by, in fact, so reticent are many of the teachers who responded to a request (*TES*, March 20) for incidences of unfair curtailment of a teacher's freedom of speech they would only speak now about their experiences if we assured them that they wouldn't be identified, either by name or even by the things they published that apparently damaged them in the eyes of those in authority.

Some teachers refused to comment further at all on past indiscretions in print, unwilling to re-ignite old fires, and in some cases genuinely fearful of retribution, often in the form of damaged career prospects.

In some cases headteachers, or college principals were instructed - or claimed to have been instructed - from above to reprimand teachers, and appeared to do so "grudgingly" or "reluctantly", often making it quite clear to the recipient of the reprimand that their heart wasn't fully in it.

The lack of clear guidance on who can publish what is at once both curse and blessing. As the law stands, every employment contract has what is known as an "implied duty of loyalty" in it. For teachers, this could mean that public pronouncements on, say, their employer's inefficiency, incompetence or even misguidance could lay them open to disciplinary action.

On the other hand, teachers, unlike civil servants, are not specifically bound by undertakings not to publish, so theoretically their right to speak out on educational matters is safeguarded - so long, that is, as they can't be accused of disloyalty.

This means that teachers who want to publish are often forced into the position of having to leap smartly from the specific to the general. For example, a teacher who wants publicly to criticize an educational policy imposed by his local authority may do so. But if he makes specific references, even though they are backed up by hard evidence, stemming directly from his experiences at his school or college, he may be in trouble.

So teachers can't always say what they want to. A teacher can safely say: "In my 10 years of teaching, I have found this policy to have an adverse effect on learning." Once he makes clear that any such observations relate to the school where he identifies himself as being a teacher, he may be vulnerable.

In other words, teachers - unlike, say, doctors - can't always contribute to professional debate on the basis of current experience. They have to leave it to the reader to put two and two together and deduce that the writer is calling on first-hand experience of the school or college where he is currently working. If that is, the teacher is willing to provide that information. Some would prefer it if he or she didn't.

This, of course, is to state the position in rather extreme terms. There are authorities who don't appear to mind teachers going into print or being reported in the press. There are plenty of teachers willing to risk damnation through publication, and who don't get taken to task for expressing their views.

"The implied duty of loyalty shouldn't be exaggerated," says National Union of Teachers solicitor Graham Clayton, who agrees that it's a grey area.

"I'd always defend a teacher writing an article which makes a contribution to legitimate educational debate. The question always is: 'Is this a genuine contribution to the debate, or is it readable as a vindictive attack?'"

He suggests that one possible line of attack for teachers who want to affect policy through debate is through union representation, because "elected union officers are free to speak out where teachers sometimes can't".

This may be so, but there's also a certain amount of union self-interest in the suggestion, which also presumes that unions would want to involve themselves in areas of academic or educational policy where hitherto they have not attempted to tread with great weight.

From the letters received by *The TES*, many of the subjects that get teachers into hot water may not merit full-scale union attention. And one correspondent told *The TES* that she has some difficulty in getting a local union officer to back her in a confrontation over freedom of speech, and had to go to head office for representation. What more, then, is virtually impossible for individual teachers to do, especially if they have no public pronouncements, to stop those in authority

grind, to decide which individual teacher views are worth defending.

These draft guidelines seem to make teachers accountable as public employees, in the same way that local government officers are accountable. And whereas local government officers and civil servants generally acknowledge a duty to carry out the policy of their elected masters, irrespective of political colour, teachers have never had such a specific loyalty required of them.

Mr McAndrew suggests that there are two tests to be applied to what a teacher publishes. One, he says, is: "does it bring discredit on his employer?" The other is: "Does it show the teacher to be unworthy of confidence of his customers?"

Both tests seem rather hard to verify objectively. One man's disloyalty may be interpreted as another's right to debate from the point of view of a concerned and experienced professional, or in extreme cases to do some legitimate "whistle blowing".

Hampshire County Council circulated guidelines to all its staff, including teachers, as long ago as 1980, protecting the principle that "employees should have the same right of participation in public debates and campaigns as any other members of the public - provided they participate as private citizens and not as county council employees".

The Hampshire guidelines say that employees may be asked to write articles or participate in media discussion, not as a representative of the council, but as a specialist or professional in a particular subject. In these cases, the guidelines say that "this type of activity does not usually involve any discussion of council policies".

Teachers may not readily agree that this is the case, but the guidelines go on to say that employees should include a statement in anything they write making it clear that their views are not to be attributed to the council. Even then, the guidelines order that "this type of activity must not be used as a platform for public attacks on declared county council policies or decisions".

As the guidelines themselves are declared policies, it appears that Hampshire teachers are not allowed publicly to debate the issue of academic freedom, albeit as private citizens.

Furthermore, Hampshire employees may express personal views about a topic "which is currently the subject of some form of open consultation prior to the county council determining its own position" but the guidelines say nothing about what an employee can say or write after the decision has been made. School reorganization is one of the examples given in the guidelines. But there's a clear implication that, once a decision has been made, teachers can't make their feelings known about it in local or national newspapers, even if they do so as private citizens.

A spokesman for Hampshire said there has been no disciplinary action in respect of the guidelines, which were issued as a result of requests from employees.

Some of the teachers to whom I spoke, especially those involved in teacher training, felt that the problem was that policy debate had been dominated on the one extreme by increasing centralism and on the other by headline-grabbing events with political overtones such as the Honeyford and Savory affairs.

But teachers are just as keen to debate less controversial, more detailed aspects of education. Conditions in schools and classroom design, the relative merits of integrated versus separate sciences, the status of graduate teachers, and how students and pupils should be recruited are among the examples of subjects on which teachers published views and were castigated for doing so.

Some teachers suffer the damnation of their colleagues rather than their superiors, after publishing unpopular or controversial views. But that is surely just one of the pitfalls of free speech which teachers sometimes try to avoid by writing anonymously.

Another occupational hazard some complained of was that views aimed at a limited readership of professional educators can be picked up by local or national newspapers and sensationalized. Clearly, there is such a thing as professional privacy but it seems fair that, when a teacher exercises his or her freedom of expression, others should enjoy a similar freedom to comment on those views.

However, there does seem to be some evidence of attempts to force teachers to adopt a stance of "my employer right or wrong" or to weaken their powers of public debate by making them express themselves as "private citizens" rather than as concerned, practicing professionals. In publicly identifying themselves as teachers, they are contributing to the development of the profession and to its development.

CASE STUDIES

Dr Rhodes Boyson, Government minister and head of Highbury Grove comprehensive between 1967 and 1974, is still a firm believer in unconditional freedom of speech for teachers as professionals.

While head of Highbury Grove he made outspoken attacks on compulsory comprehensive education, and in 1970 was reported as describing it as a "dangerous neurotic desire for change", despite his role in the merger of schools which resulted in Highbury Grove.

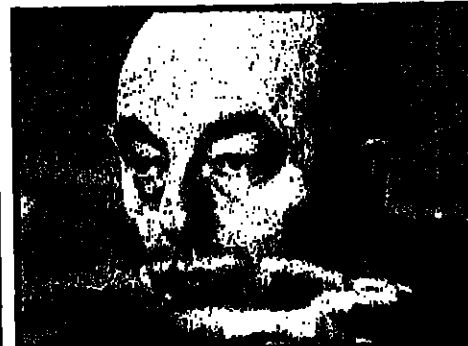
He was also joint editor of the controversial right-wing *Black Papers*, and wrote and spoke widely against the comprehensive ideal.

"I always carried out the policy of the authority, but where I disagreed with it I made my views clear," he told *The TES*. "They bought my services, but they didn't buy me." He also likened the freedom of teachers to engage in professional debate to that of doctors who are free to contribute to the advancement of medical science through publication.

He stresses, though, that before a head speaks out, he or she should be sure that they are seen as competent and have the confidence of pupils and parents, otherwise what they say won't have any credibility.

Dr Boyson says that, as head of Highbury Grove, he made it clear to the ILEA that he wasn't to be "gagged" and no direct pressure was put on him to remain silent. But would he feel the same confidence and freedom if he were a head in the current educational climate?

He agrees that heads in particular have a more difficult task today, but says: "If they didn't let me speak or write I'd resign and apply for a job in a county or city where my views were respected".



Boyson: would not be gagged



Homan: HMI now wary

Dr Roger Homan, principal lecturer in education at Brighton Polytechnic, wrote a piece in *The TES* in June, 1985 about the changing role and role of HMI. In it he described a recent inspection of Brighton's faculty of education, saying that the methods of the Inspectors "are now more menacing and less open" and that their style is more "characteristic of investigative journalism than of a profession within the education service". For example, inspectors asked students to show them printed material given to them by tutors, rather than ask the tutors themselves.

He told *The TES* that as a result of the article being published, a chief HMI rang the polytechnic's director, and a local inspector rang the dean of education. Both were asked to write to *The TES* disclaiming details of the HMI visit.

"It was an indirect way of trying to have my knuckles rapped," says Dr Homan, "but it didn't work because both the dean and the principal supported my academic freedom to publish". Shortly afterwards, the dean of education wrote a somewhat conciliatory letter to *The TES*, defending Dr Homan's right to express himself, but distancing his views from those held by the faculty of education. The letter regretted that Dr Homan "didn't choose to use his considerable verbal skills more positively in seeking to open up a necessary and potentially fruitful debate" on the changing role of HMI.

Dr Homan now notes that of HM Inspectors who remember the article and its outcome treat him with "kid gloves". He feels general principles of academic freedom are not discussed enough in public, and that control of educational policy has been "institutionalized". He says: "People aren't prepared to speak in policy, they're there to contribute to its development".

FEATURES



Canvassing mothers-to-be: Mona McNee stood in two elections as a "back to phonics" candidate

The phonics candidate

Julia Hagedorn reports on one woman's long and lonely campaign against reading failure.

If you happen to be passing through the Norfolk market town of Dereham and you chance upon a grey-haired woman in her sixties wearing a singlet with the words "Ban Look and Say" painted across the front and "I boy in 9 dyslexic, not lazy" on the back, stop and take one of her leaflets. Do the same if you meet Mrs Mona McNee outside County Hall in Norwich or at any number of public places where you may come across her.

For Mona McNee is nothing if not persistent in her long and lonely fight to convince teachers, advisers, HM Inspectorate, policy-makers, publishers and politicians, as well as you and I, that the failure of many of our children to learn to read and the subsequent turmoil of their lives and therefore of society can be laid fairly and squarely at the feet of those who introduced the "Look and Say" method to our infant children at the end of the last war.

Look and Say, she says, flashcards, initial sight vocabulary, whole word start, paired reading, or call it what you will, is not teaching, it is merely practise. Reading should not be about guessing from the context or predicting from pretty pictures: it is what you do with letters. "Look and Say" is really a decision to withhold essential clues at the most crucial time, namely the beginning. It is a hope that with repetition a child will teach himself without being taught.

Mrs McNee traces the root of our problems to the brave new world at the end of the last war when Schenck's book, *The Psychology and Teaching of Reading*, appeared. His theories, which she feels were based solely on opinion, have strongly influenced research ever since and led to the dominance of Look and Say over phonics.

Before his views became fashionable and carried that generation of young teachers into a new way of teaching reading, she says, we learned to read step by step, until we had learned all our letters and could read simple books. "Phonics is teaching reading. Teaching reading is phonics. We sound, spell, hear, read and understand words. We recognize a flower or a person."

The concept of reading readiness - that if a child cannot read, it is because she or he is not yet ready to do so - has been used to hide our terrible failures in the infant schools, she says. Children should start learning at four and if they follow a phonic approach, they should be able to read books by the end of the year. Nor does she think that teachers should hear children read when it is obvious that they cannot yet do so. It would not matter, she feels, if children did not read a book at all during that first year. They should concentrate on letters - playing with them, talking about them, looking at them, enjoying them.

Is not this a pretty dull introduction to school life? And where do children then get their enjoyment of books? Picture books more or less distract from the print, Mona McNee says. And anyway, the problem is not how to turn children on to books, but how to avoid turning them off. Children go to school expecting to learn to read and when it does not happen, they become tense and anxious.

The so-called dyslexics are the ones who particularly concern her; the 10 per cent who, though apparently able in other respects, will still never learn to read unless given the kind of approach she advocates. These children are in a black pit of horror and despair. Every September, her heart plunges into the

successing or failing by advocating that every infant school in the country should have the pupils' average reading quotient (ARQ) at seven-plus posted outside. HMI reports of first schools should also include the ARQ and school governors should understand its significance.

So far, she is in accord with the education secretary. Testing at seven is vital, she says, because it is an exact predictor of what will happen at 11. Remedial programmes make little difference. But she is afraid that Mr Baker's standards are going to be set too low. Any benchmark based on the present crippled rate is going to perpetuate low standards, she says.

She is looking for an ARQ of 110 at seven-plus (the reading quotient is the reading age expressed as a percentage of the chronological age so that a score of 100 means that the child's reading and chronological age are the same) because an average of 100 could mean that too many children are failing. If some schools can achieve an ARQ of 116, she says, and if people ever begin to understand what that means in human terms of achievement, then HMI will be shown up for failing to help all teachers get this kind of result.

The Department of Education and Science is not in favour of her suggestion. Mona McNee has a letter from Angela Rumbold, the Junior education minister, which states: "We see little value in setting up a reading quotient system at seven-plus... the results would mean very little given the enormous range of factors which may affect them. The implied ranking of schools based on such flimsy evidence would hardly benefit the schools or their pupils."

In the United States, a recent hearing before a subcommittee of the Committee on Education and Labor in the House of Representatives on illiteracy quotes many pages of evidence from senators and educators on the virtues of phonics. The American government is currently carrying out a study on reading materials in schools.

Mona McNee quotes the subcommittee's evidence with delight. Does it not worry her to align herself with such a Senator Barry Goldwater who used the hearing to call for an end to federal money being poured into Headstart and other compensatory education on the grounds that the need for remedial programmes indicated a lack of success in the schools' methods?

It was at this point that Mrs McNee came close to ruining her case. She sometimes wondered, she said, whether Look and Say was not a Communist plot to destroy our society, render us incompetent economically and plunge our schools in turmoil. More sensibly, she added that if most children were taught efficiently, then those with real problems could have more time and money spent on them.

At times she would like to stop her campaign. "I'm 64 now and getting tired and the house is shabby." But then the phone rings with another anxious mother on the line and she takes on yet another non-reader "because it is so simple to teach children to read and I enjoy it". Of the 200-odd children who have passed through her hands, only a handful have failed to learn, she says, and those for reasons unrelated to her teaching.

Mona McNee runs workshops and has produced a video. Our post-war reading disaster, for hire. Enquiries to 2 The Crescent, Taffwood, East Dereham, Norfolk NR19 1NR.

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Bard of Barnet

Sarah Jane Evans profiles the surprising man who is challenging Mrs Thatcher for her seat

As a group, book publishers do not have a strong political identity. It must have something to do with their desire to be all things to all people. Apart from the Macmillans, there are few publishers prominent in party politics. So it comes as something of a surprise to discover that the Director of the Educational Publishers Council and the University and Professional Publishers Council – to give him his full title – is going so far as to stand as a candidate in this election. Not only that, he's standing for the Labour Party, and in the high-profile seat of Finchley, no less, Mrs Thatcher's territory.

To the untutored observer of EPC affairs, John Davies does not appear to be a strong Labour man. He'd regard that as a compliment to his skills as a lobbyist: "you do have to divorce your private political life from your public job. There's not a huge conflict, but you do have to be careful." His publisher colleagues are quick to praise his political skills. According to this year's chair of the EPC, Hamish MacGibbon, "John's awfully good with MPs. People understand him – he's got integrity. Whenever spending on education is raised in the House of Commons, more often than not books are used as an example. You'll find that there are scores of well-informed questions in the House on books in schools. You can put all that down to his effectiveness as a lobbyist." Doesn't it cause difficulty, having a director so closely allied to a particular political party, especially one in opposition? "I don't think so. Publishers pride themselves on being a very broad church."

There's some grumbling among publishers at present about the costs and benefits of belonging to the Publishers' Association. At the EPC, at least, Davies has been delivering the goods. The real success was to have extracted the extra £20 million from Kenneth Baker for books and materials for GCSE ("you can put that down 100 per cent to EPC activity", Hamish MacGibbon).

Louis Baum, the editor of *The Bookseller*, says Davies is a "one-man crusade to improve spending on textbooks in schools and tertiary education. He's really transformed the whole public spending scene on books". Less dramatically, the EPC runs a programme of exhibitions and campaigns on issues relating to books in education. Davies was active in the negotiations with the local authorities over payment of fees for photocopying. It's hard to find an educational

publisher with a bad word to say about the director's activities: "he's immensely professional... supremely good at putting out literature... he's very careful and thoughtful about things in our interests..." The only criticism anyone was prepared to make was that he was inscrutable. "It was only after seeing a lot of him at work and over a few drinks and meals that you discovered that under the calm *Yes Minister* exterior there's a very flamboyant Celt."

This paragon was born in Bridgnorth in 1941, and educated at Magdalen College School, Oxford, and Christ Church (Eng. Lit., Editor of *Cherwell*, Secretary and Librarian of the Union). He's a fluent Welsh speaker. This comes in helpful when launching campaigns on cuts in spending on schoolbooks in Wales, when he can impress his colleagues by delivering speeches in Welsh. The Welsh influence also shows in other ways. His PR pack – a remarkably professional job, quite unlike the usual candidate's effort – reveals that he's known as "the Bard of Barnet".

All press packs have a habit of stretching the truth, but this is no fabrication. Councillor John Davies, recently elected Leader of the Labour Group on Barnet Council, actually writes "hard-hitting poems on council activities". Not all his council colleagues view this with favour. "He's inclined to break off in the middle of a speech and produce one of his poems." The EPC hasn't so far been hymned, but he's inclined to pepper his speeches for them with quotations from Wordsworth among others.

In the Labour HQ at Finchley there's a lot of confident talk about being able to unseat Mrs Thatcher. Given that she polled 51 per cent of the votes in the last election, that's going to be a long shot. However, in the local elections last year, Labour and the Conservatives came almost neck and neck in terms of votes, and in the Finchley constituency sector of Barnet Council, Labour now has nine council seats as opposed to the Conservatives' six.

TV 87, the tactical voting pressure group, reckons that he could indeed unseat Mrs Thatcher if the electorate chooses to vote tactically. The Labour Party in Finchley points to the fact that the constituency is changing: the richer Tory voters are moving north to be replaced by younger voters, less inclined to support the Tories. In addition, ethnic minorities are moving in to Finchley, especially from the Asian and



Greek communities, and many are not so friendly to the Conservatives.

When John Davies moved into the constituency in 1977 (from Newcastle upon Tyne where he was City Education Librarian) he says the Labour Party was a bit depressed. Since then the party has put a strong accent on community politics, and that reflects itself in the local election results. He first joined the council in 1982, and this is his first general election. He stresses, though, that he's been in the Party for 27 years ("it's in the blood") and that his family were always politically active. This is simply the first time he has been settled long enough to become involved.

His fellow councillors place him as a Kinnockite. He says he's "fairly mainstream Labour within the current party, so is the constituency. We're not loony left". Given his Welsh background, why on earth didn't he go for a comfortable safe seat in Wales? "I've had one or

two approaches from Welsh seats, but I'm identified with Finchley, and the chances for Labour here look good". It's not the easiest thing to stand against a Prime Minister. "We got a lot of press attention, but television and radio are difficult. Mrs Thatcher controls that. We can't get any coverage in the constituency unless she agrees to appear as well, and she's not going to want to give us any publicity."

You can't ask a candidate in the middle of a campaign what he'd do if he lost. But you can indulge in some speculation about winning. In the long term in a Labour government what would he like to do? The Welsh Office? "Certainly, given the fact that my family comes from Wales. But education is an issue I feel strongly about." MacGibbon agrees: "He'd be a very good MP, and I hope we'll see him as a Minister of State for Education." Could it be that Kenneth Baker's honorary post as poet of the Commons could be supplanted by the Bard of Barnet?

In addition, the training given is insufficient. He is extremely critical of the DTI for its inaptitude in the processing of cases. The general argument seems to be that it is costly to prove that fraud has occurred, both in terms of time and legal fees. Statistics quoted from the Roskill Committee "Report are cause for concern for the public, but not for the 'fraudster'."

Attention is given to the provisions of the Financial Services Act of 1986. These go some way to improving protection for the investor. Some of the onus of ensuring that the consumer is not misled is placed on the firms offering or advising on financial services. In addition, the investor has recourse to a system of self-regulatory bodies if further help is required. The new Securities Investment Board will have responsibility for the orderly conduct of various markets in the City.

The book is addressed to those with little experience of the City and in this respect is informative. I hope that the advice given in the final chapter will be heeded by those considering new investments; make sure that you understand the risk-rewards, if you are not sure, you can say no. The con-men will remain just more effective means in place to hinder their activity, apprehend and convict them. Caveat Emptor still prevails – it is considered necessary to maintain freedom in the marketplace.

The author also reviews the means available for the investigation of fraud. Until recently this was primarily the direct responsibility of the Police and the Department of Trade and Industry. Not surprisingly, he is sympathetic to the problems faced by the police, resources allocated to the investigation of fraud have decreased while required resources have increased.

BOOKS

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John Ranelagh on the history of the atomic bomb

The Making of the Atomic Bomb. By Richard Rhodes. Simon & Schuster £18.00.

"Good God! I believe those long-haired boys have lost control!" blurted an amazed officer at Jornada del Muerto (Death Way), 50 miles from Alamogordo, New Mexico. It was just after 5.30 in the morning of July 16, 1945, and he was standing 10,000 yards from Zero – the point where the first atomic device has been successfully exploded seconds earlier. "It is the Second Coming," Winston Churchill said when he heard the news some days later. "The secret has been wrested from nature."

Ever since that July day, politicians have been trying to cope in an ineffective and disoriented fashion with the turbocharged steamroller of technological advance. Their failure to cope has contributed to their loss of self-confidence. Their attempt to cope has fuelled popular lack of faith in politicians and technocrats. What far too many people still do not understand is that technological and scientific advance is akin to an evolutionary drive and cannot be controlled; and that this does not mean that technology is out of control. Eisenhower once remarked perceptively on this score, "If it works, it's out of date." The subterranean fear behind so much today is that technology is like a Great White shark, lurking in coiled fury beneath the surface of a calm sea; that unimaginable horrors await us, and just as we come to terms with the latest "shock", we find it was all the while being overtaken, unnoticed, by another. The speed of change is fearsome, but it is natural and rooted in existence.

Robert Oppenheimer, the director of the atomic bomb project, wondered about this confusion. "When it went off, in the New Mexico desert, that first atomic bomb," he said some months later, "we thought of Alfred Nobel, and his hope, his vision, hope, that dynamite would put an end to wars. We thought of the legend of Prometheus, of that deep sense of guilt in man's new powers, that reflects his recognition of evil, and his long knowledge of it. We knew that it was a new world, but even more we knew that novelty itself was a very old thing in human life, that all our ways are rooted in it."

A new world had been created just as it seemed at the end of the Second World War that the world was reordered. The bomb put geopolitics back into the melting pot. There would be new superpowers, new strategic perspectives. Nothing would be the same again. The bomb represented the philosophical in science being turned into brutal practicality within a lifetime. Nothing that looked purely theoretical ever again could be regarded as useless or harmless. No one in authority could ever again be precise about the terms on which the security of a state rested. Like bricks turning to water, the bomb ended parties and coalitions. The bomb coupled to the missile meant that there was no hiding place. Genius,



Einstein and Oppenheimer – shatters of worlds

We now know that having the bomb was an economic and political decision achieved through organization: that 1945 was the moment that talent and routine replaced genius. Indeed, a huge amount of the secret of the modern age is routine. This was Oppenheimer's insight, and he made himself master of it. He was the Henry Ford of a rational vision of how to achieve a complex task, by taking a cluster of theories and turning them into a working, routine, operation. It was an engineering achievement.

Richard Rhodes concentrates upon the philosophical, theoretical, scientific, and engineering discoveries that were pulled together by the bomb. He has sketched in the political background whenever appropriate, and has also provided biographical details and profiles of nearly all the players. What is more, he has raised the level of explanation for the general reader by not shying away from the technicalities, as with the equivalence of mass and energy, a practical demonstration of which was the bomb:

If the speed of light is a constant, then something else must serve as the elastic between two systems at motion in relation to one another – even if that something else is time. If a body gives off an amount E of energy its mass minutely diminishes. But if energy has mass, then mass must have energy: the two must be equivalent: $E = mc^2$, E in joules is equal to an amount of mass m in kilograms multiplied by the square of the speed of light, an enormous number, 3×10^8 metres per second times 3×10^8 m/s = 9×10^{16} or 90,000,000,000,000 joules per kilogram. Dividing E by c^2 demonstrates how large an

amount of energy is contained within even a small mass.) It is good to have this sort of explanation in the text. There must have been pressure to put it in footnotes or appendices. Although the reader has to stop and think, it is understandable, and consequently provides much greater illumination of the whole story. Throughout, this hefty book is readable and fascinating.

Einstein had signed a letter drafted by Leo Szilard and sent to Roosevelt in 1940 warning that a single bomb of a new type with massive destructive power was conceivable. This letter triggered the US atomic bomb project. It was, Einstein later said, "the greatest mistake of my life", and he stayed away from the project. It meant that his influence on the use of the bomb and on the postwar politics of nuclear weapons was much reduced. How to apply nuclear fission to entirely peaceful and beneficial purposes is one of the major themes Mr Rhodes pursues both personally and through the prisms of those involved in the discoveries that made the bomb possible. Niels Bohr argued against the bomb's development at the time, but his was the path not followed. To wish otherwise, as Mr Rhodes does – "Change is possible because the choice is bare, change is the only alternative to total death" – is to fail to comprehend the evolutionary drive that actually determines possibilities. We cannot disinvent, and we cannot stifle intellectual inquiry. We can be rational and controlled. Some of the geniuses and men and women of brilliance instrumental to the bomb's existence felt that they were become Death, "the shatterer of worlds", and searched to atone. Their views in this respect have been exalted by their prestige which, paradoxically, came from the discoveries they wished to reject. It needs to be remembered that their scientific and engineering achievements neither qualified them to run the world through an elite scientific united nations (an idea that several of them found attractive and politicked for), nor made them expert in the affairs and nature of mankind. What happened was inevitable. If the subjects of this book had not achieved the atomic bomb in 1945, some other group of people would have done so at some other time. In all probability, others would have taken longer. But it would have happened.

John Ranelagh is the author of *The Agency: The Rise and Decline of the CIA*, *Weidenfeld & Nicolson*.



The final test

The last week of campaigning will decide the outcome of an election that may set the agenda for the rest of this century. Education is a pivotal issue; balanced reporting and in-depth analysis will make *Times* readers the best-informed voters next Thursday



... and regularly in *The Times*, Bernard Levin on the way we live now, John Clare on education, Philip Howard on words, Irving Wardle at the theatre, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, John Woodcock on cricket, Shona Crawford Poole on travel, the humour of Mel Calman and Barry Fantoni, the unique *Times* crossword... and much more each week

THE TIMES
the world's most famous newspaper

You are in New York City. You take a ride in a yellow cab. Your friendly taxi driver begins to chat about his financial affairs. His dilemma: should he keep his dollars in US Treasury Bills or should he diversify his portfolio? Your first thought is how much is this taxi ride going to cost and your second is, even the driver of a taxi-cab plays in the financial markets!

It has been the aim of deregulation of the City – The Big Bang – to remove restrictive practices and thereby to make the markets accessible to a wider client base, both domestic and international. In recent months, we have witnessed the privatization of British Telecom, TSB, and others. For the first time, many members of the British public have become share owners, albeit enticed by what was generally understood to be "money for nothing". It remains to be seen how many of these new investors still own their shares and how many of them will continue to "play" the stock market.

The impetus for change has not only been the promotion of "popular capitalism" by the Conservative Government but also a necessary move to maintain London's share of the financial activity in the global marketplace. With rapid technological change the financial markets now operate around the clock, taking only a fifteen-minute break between Los Angeles and Tokyo. London enjoys the advantage of an established position in the middle of this time zone. In order to preserve this advantage and the inevitable earnings consequent thereby to the financial services sector, the City of London must be believed to be a centre

Caveat emptor

Sheila FitzPatrick on the risks run by unwary investors

where investment activity can be profitably and fairly pursued.

The bad news is that a marketplace undergoing such a rapid change offers increased opportunities for fraud. Hence there is a need to ensure investor protection both for its intrinsic value and also to inspire the confidence that such protection works effectively. It is this subject which is the main concern of *The Good to be True*. Mr Royan Rosworth-Davies is a former member of the Fraud Squad. His exposure to the securities and commodities markets has eroded his ability to be shocked by the antics of a small minority of supposedly professional members of the financial community.

Drawing on his experience, he describes the various methods used to appropriate funds from unwary investors. His account ranges from the regular manipulation of discretionary accounts by some commodity brokers – known colloquially as "churning" – through misrepresentation by salesmen and advisers to a fraudulent, but carefully planned international fraud, by a group with

the grey areas of what may or may not be considered to be fraudulent activity: eg multiple applications for shares in British Telecom, using false names or using share tips which could be based on "insider information". In the telling of the tale, the revealed naivety of many investors is astounding. They seem to have been willing to enter into purchases of shares about which they knew very little and which had been reported and sold to them by people whom they did not know at all. Not satisfied with losing some of their money, they are willing to enter into additional speculative activity to recoup their earlier losses. It is alarming to witness how easily the public can be duped.

The author also reviews the means available for the investigation of fraud. Until recently this was primarily the direct responsibility of the Police and the Department of Trade and Industry. Not surprisingly, he is sympathetic to the problems faced by the police, resources allocated to the investigation of fraud have decreased while required resources have increased.

The book is addressed to those with little experience of the City and in this respect is informative. I hope that the advice given in the final chapter will be heeded by those considering new investments; make sure that you understand the risk-rewards, if you are not sure, you can say no. The con-men will remain just more effective means in place to hinder their activity, apprehend and convict them. Caveat Emptor still prevails – it is considered necessary to maintain freedom in the marketplace.

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Meanwhile...

Klaus Fuchs: The Man Who Stole The Atom Bomb. B. Norman Moss. Graffiti Books £12.95. 0 246 13158 6.

We have sipped so full of spies and traitors in the past 40 years – with fact often eclipsing fiction in point of gaudy improbability – that such a shy and inconspicuous secrets-peddler as Klaus Fuchs is in danger of being overlooked.

However, despite the negative impression he made on almost everybody who met him – or possibly because of it – his treachery was utterly devastating in its effects. "Klaus Fuchs alone has influenced the safety of more people and accomplished greater damage than any other spy in the history of espionage." So says the Soviet spy chief, Nikolai Ivanovitch Gouzenko, who was the key information he consistently

fed to Russian agents between 1942 and 1949, most vitally when he was one of the innermost team working on the Bomb at Los Alamos, enabled the USSR to devise its first nuclear weapons two years (probably) before they would otherwise have attained them. This retaliatory capacity gave them the nerve to precipitate the Korean War – with all the knock-on effects of that first major Cold War hot spell.

Norman Moss tells the Klaus Fuchs story with commendable clarity and fullness. However, the one thing on which his interviewed colleagues and acquaintances agree is the impenetrability of his inner reserve – so that now, alive and well and greatly honoured in East Germany, he seems as much a volcano and an enigma as the alien for his associates at Hanford, 1945-46.

Insight

The Fringes of Power. By John Colville. Downing Street Diaries Volume 1. Hodder and Stoughton £5.95. 0 340 40269 5.

To read these diaries is to relive the grim realities and the heady excitement of the first two years of the Second World War, but more, they offer a deep insight into the complex character of Winston Churchill. As his Private Secretary, Sir John Colville saw him in all his aspects – as a great traditional patriotic leader, as a superb orator and communicator, and as one who loathed Nazism, but yet could magnanimously say "Gormany existed before the Gestapo". At Number 10 "the atmosphere was electric and the pace tremendous". A judgement that could well be applied to this memoir.

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RESOURCES

Séparé

Communicate in French: Listening
By Jean and David Webb
Pupil's book £1.95, cassette and tape-
script £8.50
Communicate in French: Speaking
By Colin Asher
Pupil's book £2.50
Hutchinson Education, 62-65 Chand-
os Place, London WC2H 4NW.

It's not everybody who thought that the separation at GCSE into four skills (listening, reading, speaking and writing) was an advance. Of course each can be reckoned a discrete activity, and needs focused practice. Language, however, rarely occurs in stretches of just speaking, for example: it's nearly always the case that as we input or output in one mode, we prepare or monitor a response in another.

None of this has troubled the authors of *Listening*. It comprises 50 unrelated snippets of spoken French, of which one is authentic, the others simulated (the authentic one is a recording of the speaking clock). So we're in the world of (pretend) super-market address systems, station announcements, penfriends' cassettes and radio bulletins, including enough *métro* to service a full-length English summer.

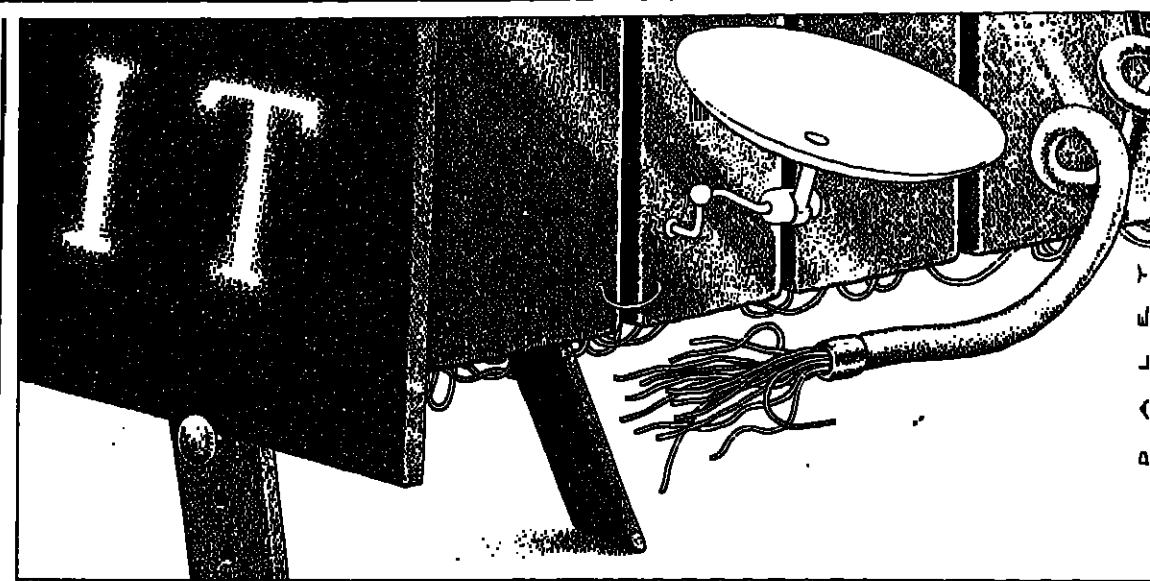
These are the ones that at least nod at authenticity; others baldly announce, for example, "Listen to this young Frenchman talking about his flat, then answer the questions". In all but two cases, there is a single speaker. French people apparently always talk to themselves. The tasks are limited. It's nearly always a case of listening for precise information, to be noted down/ marked on a map/ ticked in a box. Very rarely are we invited to make a judgement or an interpretation. The student is encouraged to remain firmly on the surface.

Speaking, although blighted by the same barren view of language (do we ever speak without listening?), works at a slightly more realistic level, because it frequently assigns roles for pair work (there is also some whole-class work). The "situations" are set out in words or visually, with the whole-class work to exploit them relying to some extent on teacher/pupil questioning.

For the pair work, two separate sections outline how roles could be played. What lets it all down is that nearly everything is in English. "Preparation for role-play" really amounts to a kind of translation exercise, for example, "reply to the tourist's greeting", "confirm that you are the waiter".

It's back to the original argument. We must acknowledge four areas of language skill, yes. But are these not to be better served by examples of communication in the target language, rather than by attempts to separate out the language skills before the learner has a chance to use communication taking place?

Tim Parke



All for IT

Adrian Low on information technology courses for any teacher

Sooner or later the powers that be will realize that it is not "computing" that should be taught to every school child, but "information technology". But merely presenting the term "information technology" to a staff meeting to formulate a school plan is likely to result in a lot of blank looks.

Information technology (IT) is not a specialized subject in its own right nor is it an umbrella term for a variety of subjects like business studies. Like the 3 Rs, IT is as much to be taught as it is to be used in teaching, learning or school administration.

A real appreciation of IT is a must for any national core curriculum, from primary onwards. Currently it is found in most vocationally oriented courses, often labelled as "computing", and there's the rub. For a lot of educational centres, computing means what it says: just computing.

This is not good enough to satisfy a real commercial and industrial demand. Our forthcoming workforce should not be frightened of wires, printers, booting, word processing, networks, sending electronic mail or using robots. Indeed, apart from a specialized few (programmers or software engineers), they should be wary of programming. More often than not, it is just massively time-wasting and makes company data more vulnerable. Yet, while most large companies have invested in high-tech - such as data handling telephone systems - few school leavers have any more idea how to use this new technology than Bell did a century ago.

Teaching IT is one thing. Using IT in education is another. Its application is so broad as to concern all but the most detached and insular subject and teaching method. IT can be a teaching tool or a learning aid, so it must become part of the natural curriculum

planning process. In administration, IT turns a day's report writing, register keeping and dinner money records into that much less of a chore.

The Royal Society of Arts' Modular Information Technology Scheme for Teachers and Trainers (MISTT), developed jointly by the RSA and the old Microelectronics Education Programme, is geared to pick out from the mass of topics that could be covered in any IT course, those which are suitable and relevant to the teacher who wants to gain insight into IT as well as a marketable qualification. It is now at the end of its first full year.

Ten different routes are offered for the IT diploma, depending on specialization. These vary from computing through to librarianship, primary to further education, electronics to business administration. Currently there are over 40 centres running a combination of these and RSA have submissions from a further 10 in the pipeline.

The MISTT diploma, in many ways reflecting trends in secondary education, is based on profile sentences, which specify a candidate's achievements. Full credit is given for evidence of abilities gained from previous qualifications or from work developed for the classroom.

The scheme is modular in that a set of nine compulsory profile sentences are chosen for the certificate and a further 13 for the diploma. Some of these are compulsory, but there is enough flexibility to angle the course to a teacher's specific requirements. In fact, with a bank of 80 sentences there are over 2.5 billion paths to choose from.

In many senses the scheme is a "rounding" exercise, in that it builds present experience up to some common level of understanding of information technology without requiring everyone to study the same areas in

equal depth. Computer studies teachers attempting the computing path at Liverpool Polytechnic, for example, found that they had already achieved a number of the sentence criteria by their own endeavours before the course, so that they could concentrate on the bits that were new.

Liverpool has found that much of the time is spent in contact on a one-to-one basis for the purpose of specifying an individual's assignment programme. For one teacher travelling in from Wales, the agreed assignments turned out to be running an in-service IT training course at her school. Her county now funds that course as well as sending her to Liverpool.

For another, nearly 50 per cent of the diploma was covered in the development of a scheme of work for IT in business studies. This kind of relevance is difficult to achieve on externally examined courses where much of the time is to be spent in preparing for an unrealistic timed assessment.

Money is not too much of a problem. The new INSET funding (GRIST) allocates £4 million to microelectronics. This goes much of the way to funding the courses and financing supply for the attending teacher.

Moderation nationally is maintained by a team of assessors appointed by the RSA, and, as it is a national scheme, it is possible to take parts of the course at different centres and to complete the work over any time period. More information about the RSA diploma, current centres running it and the scheme booklet (£3), can be got from Richard Holloway, The Royal Society of Arts, John Adam Street, London WC2N 6EZ.

Adrian Low is a senior lecturer in computing at North Staffordshire Polytechnic and an assessor for Liverpool Polytechnic's RSA course.

Home

Doorways
Pack from International Year of Shelter for the Homeless
£6.95 from IYSH 1987, 8th floor,
19-29 Woburn Place, London, WC1.

"Home is where the heart is". "There's no place like home." The need for shelter, both physical and psychological, is so ingrained in us as a species that Thomas, aged four, was unable to believe that flies have no home. "Where do they sleep then?" The reply "just anywhere" scandalized him. International Year of Shelter's excellent pack on homelessness suggests how, from refugee camps to bed and breakfast hotels, people's primary need is for "a nice wee home of our own."

The pack consists of 24 lyrical photo- sheets in black and white and colour, 10 diurnal and 12 hopeful case studies, a source material booklet, six action sheets and a poster. It is one of the best middle school teaching aids I have come across for a while. The photos are lovingly shot and, from a heart- stopping snap of two tots playing by an arterial roadway to a hearth in Asia, they capture well the intense domestic scene world wide. The idea of a home and how precious it is is emphasized in the six action sheets. One of the activities is to think what is important about a home, and "include a roof and your feelings".

A house of course is not a home, as Mrs. Wright from a newly formed co-operative on the Possil Park Estate in Glasgow remarked. Thus Isabel and Sharon Collins, "prisoners" in their tower block, can be compared to Bill, a vagrant doser, dreaming about his own little flat; and the powerlessness of an Indian servant girl whose accommodation goes along with her job is set beside the plight of an Eritrean refugee family. In contrast, the remaining case studies show the diverse solutions which "ordinary" people have devised to cope with housing problems. From self-builders in Lewisian to Miskito Indians in Nicaragua who refused "resettlement" which broke their traditional lifestyle, the stories are all about home-making as a positive drive in people.

The activities sheets echo this theme, with suggestions for role play, drama, project work and writing. One asks children to think up their own shelter from the British weather, while another calls on them to draw out the plan of a small hut in the playground and then try to "live" in it. There is scope for maths work and for literary response.

The accompanying booklet gives some of the legal background for the UK and also lists materials which teachers will need if undertaking the activities. There is also a source list and many thematic suggestions for organizing the materials. In addition, the pack is written throughout in a clear and eloquent style which makes it rewarding reading. Every middle school in the country should buy one today and use it straight off.

Victoria Neumark

Shifting sands

SCHOOLS TELEVISION
World Development
ITV Yorkshire
Mondays 10.28 am till June 15.

Exposure to this series on *World Development* will change attitudes and shift certainties. In every respect the series is a formidable achievement. The introductory programme was followed by specific studies on food, health and energy. Each one stands by itself but is best used as part of a comprehensive study.

So much is transparently wrong with the way things are. There is enough food in the world but it is unevenly distributed, and 18 children under five die every minute as a result of hunger and starvation. Failed harvests in one area may push up prices elsewhere, and be very good news to those who buy and sell on the commodity markets. In one South American country under four per cent of the national budget is spent on health, while 21 per cent goes on defence.

The great strength of these programmes is the conviction that solutions are complex, and that development schemes, however well conceived, are rarely straightforward in their execution. The temptation to move quickly from moral outrage to the identifica-



Pruning tea in Mozambique

Gorman Stafford

Respect

SCHOOLS TELEVISION
Sesame
"New Age Gypsies", BBC2 May 21
"Paul Gambaccini: Personal View",
June 4; repeated June 5 12.32pm.

"We are all proud of our homes." Not a new buyer on a Barnton estate, but a "New Age Gypsy" in *Sesame*'s programme. There's much to consider in this gentle exploration of the travelling life, not least a bearded "hippy" defence of his ingeniously-furnished bus as better than being crowded in, 30 to a house, in a bed and breakfast hostel.

But viewers may feel some sympathy with the harrier who screeches "They can't just have freedom, just because they want it. Someone's got to pay for it!" Whether it's worth paying for a travelling workless population or one "stuck in a bedsit and feeling unimportant" is well worth debate.

On the other hand, a nice old gent pointed out, "even a tramp is worth respect". Scenes of riot police in the battle of the Beanfield 1985 wading

into a group of prostrate longhairs through showers of breaking glass do not incite sympathy for law and order. Legitimate worries about erosion of natural sites by travellers can be countered by the equally legitimate worries about the absence of the transit sites guaranteed by law.

In many countries around the world, freedom of lifestyle is a luxury. Paul Gambaccini's "Personal View" was in large part a well-deserved plug for Amnesty International and the *Conspiracy of Hope* LP which he compiled for Amnesty. Some of the tales which he and Richard Roach, director of Amnesty, told, reduced the Battle of the Beanfield to small potatoes.

Yet perhaps there is more in common - in the abuse of power - than we might like to think. Recounting how Sting came to record Billie Holiday's classic song "Bitter Fruit", Gambaccini told of the Chilean couple who were burnt alive. "I could see pieces of my flesh falling off my body."

Despite the spine-chilling account of maltreatment, the programme was a good and positive one. If it gets people writing to end torture it will have been well worthwhile.

Victoria Neumark



DEREGULATION: Is it a Good Thing or a Bad Thing for educational and children's broadcasting? Last week two TV producers, both making children's programmes, had to move to other channels as their companies were deregulated.

Computer/software

This month's software reviews will appear in the Computers in Education section of the supplement on Friday, June 19.

MEDIA

If kids could vote

Nick Baker on the election programme trail



The PM faces the camera on 'Face the Kids'

"I think they're stiff. . . ." "I don't think their image is very good. . . ." "It's obvious at times that there's too much impressive rhetoric and not enough impressive action". These views, heard on Radio 1's *Election '87* documentary on Monday (June 1), outline part of the problem. The programme's research found that while young people are deeply concerned about election issues, particularly unemployment, they're equally cynical about politicians and their capacity to change things.

This year's crop of TV and radio programmes about, by and for young voters and future voters, all have that common aim: to deal with. That and the fact that massive media overkill can make the whole thing a bit of a turn off.

One myth, scotched by both *Brass Tacks* (May 26) and the Radio 1 election documentary, is that young voters somehow "naturally" veer to the left. Radio 1's (pre-election period) poll showed greatest concern about unemployment, slightly more personal support for Mrs Thatcher as best leader than for Neil Kinnock, and great anxiety over the political issue of Aids. Similarly, the young people on *Brass Tacks* mixed and matched manifesto pledges but most didn't seem overly committed to one party.

This sort of documentary approach, angry with human entrails rather than computer generated ones, can make for interesting viewing and listening. Zeroing in on young people can, however, have the effect of electoral ghetto building. Last week's *Brass Tacks* was about young voters; this week's was about the pensioner vote. The implication is that the programme nearest the election will be about "normal" (ie middle aged) voters.

Radio 4 makes a more sustained attempt to play the generational game next Wednesday at 11.03am when it introduces us to some of the *Radio 4 Generation* - not the band of middle aged gardening, motoring and mortgage devotees that the title suggests, but a carefully chosen cross-section of first-time voters, 220 in all. One hundred will be brought together to talk with the ubiquitous Nick Ross on what they think the issues are, then for the foreseeable future the whole group will form a source of opinion, which can be tapped as required, rather in the style of Granada's *Seven Up* series.

Isn't there an irony that statistically speaking the Radio 4 Generation is not, generally, of the age that listens to Radio 4? The programme isn't meant to attract young listeners, explains Bill Morris, head of BBC Radio's Youth Programme Unit. He's interested in following a section of young people over a long period, and picked those on the brink of voting for the first time because "you have to start somewhere".

But how young can you start? School Radio 1 in the New (June 4) featured a mock election in a South Wales primary that has made elections

a tradition for 20 years. Children at the school were voting for four parties - Royal, Commonwealth, Imperial and National - although we're assured (in order to comply with the Education Act of 1986, which bans partisan political activities in junior schools) that none of these titles is at all significant. Canvassing, speeches, heckling, and secret balloting were followed by a victory speech by the winner. A good listen, perhaps, but can you "de-politicize" an election and serve the bones up to children without the political meat? For primary schools, at least, the law says that's the only way allowed.

The *Newsround Extra Election*, run in conjunction with The Times Network System will get children to look at real politics. They're well on the way to getting 650 schools, each representing one constituency, to feed the results of their own mini-election into the computers at TNS. Computers and telephones will be manned by pupils aged 11 to 13 from four schools around the country, and there will also be a "story desk" for background stories resulting from those elections.

The outcome will be a full results service for *Newsround* on Friday June 12 (BBC1, around 5pm), complete with thorough vote by vote analysis.

After the 12th TNS will be offering users a full analysis service, including a "trace your own constituency" option, showing schools which didn't participate directly how and where their constituency result was arrived at.

Newsround's election in 1983 showed a huge Tory majority, with Labour second and the Alliance a close third, with a small following for the Green Party and one candidate representing the Tupperware Party. But producer Andrew McGregor says that the poll isn't intended to signpost future political trends, but to see what under-18s think and to show them how elections are run. To this end, the BBC1 on the afternoon of June 12 will carry a polling day report from the TNS nerve centre, as well as hustings and polling from schools in Leicester and Southampton.

The do it yourself approach is taken one step further by Channel 4's *Face the Kids*, the second half hour of which can be seen at 5pm today. The idea is for young people aged 13 to 17 to interview the politicians, and in some cases draw conclusions on-camera about what they've been told. The young reporters come from Wales, Peterborough, and the American young people's news agency, Children's Express, specially flown over from New York. Last week's programme included Dennis Healey, Edwina

Currie and George Younger; today's will feature the party leaders. Producer John Edginton says that the aim is to demystify politics and show children that they have the right to be involved in the issues. Involvement is certainly what they got last week.

Fourteen-year-old New Yorker Albert Lin nearly faced a walkout by Mrs Thatcher, when she was told that the 45-minute interview with him was going to be cut to seven minutes. There as a good deal of hard-nosed wrangling between adult programme makers and children about the content of the scripts. The day before last week's transmission, one team were arguing that a more clearly anti-nuclear comment on defence should be kept in, at the cost of increased editing time. They won.

The children involved said they had a good idea of when they were being patronized, and who had the most forceful arguments. They weren't afraid of asking pointed questions, like "What does 'in real terms' actually mean?" Off camera, Alliance spokesman Simon Hughes told young interviewers that their standard of questioning was high "because you're interested in the answers".

Despite the fact that the programme's proposed competition to find the best election video made by schools fell flat (nobody entered), John Edginton pleaded enough with *Face the Kids* to offer the same format - with young people asking the questions - to both BBC and ITV as a regular children's current affairs programme.

Meanwhile, BBC Schools TV's David Taft has his camera trained on BBC News, for two special programmes to be shown in the autumn. At the moment, he's complaining that "it's a bit of a dull campaign", and waiting for one of the parties to start a row about BBC bias. He stresses that his programme isn't directly about the election, but about how the issues are handled on TV. Optimistically, perhaps, he's presupposing a background knowledge on the part of his teenage viewers about the electoral system. He hopes to stress through the film that TV has to satisfy the demands on it as an entertainment medium and already has good backstage footage of the enthusiastic presenter Peter Snow getting over-excited about his polls.

Taft likens his programme to a drama about the implied conflict of interest between TV News and politicians. "The parties are in a sense the cast," he says. But if too many young people see the TV and radio characters as "stiffs", blown up with the hot air of their own rhetoric, then they may not take the action seriously at all.

time as broadcasting, how about some titles for low budget, independent productions for Children's or Schools TV to suit the new, deregulated world. Examples: an INSET programme for heads: entitled *The Great Escape* - *Breaking Away from your I.S.A.*, and a new (heavily sponsored) soap, set in a city technology college, and called *Dixon's of Dock Green*. One prize only: education vouchers for life. Judges' decision final.

Perhaps a competition is in order. Now that there's no money, possibly that education will be complete at the end of the year.

an evergreen favourite class reader in secondary schools. New Naughton has dramatized one of the stories especially for *The English Programme*. Seeing a *Beauty Queen Home*, about romance in Bolton, 1920s style, can be seen for the first time on Wednesday (June 10, 10.33am) on ITV.

VIDEO RECORDER users take note. Next Friday (June 12) ITV Schools programmes will be broadcast on Channel 4, as ITV will be screening election news: *THE GREAT ESCAPE* NICK BAKER

SEX EDUCATION

TES/MORI SURVEY SPECIAL REPORT

Conducted in the immediate aftermath of the House of Commons approval of the controversial sex education clauses of the Education Bill, the exclusive TES/MORI Poll gave a revealing insight into what teachers think about sex education: how and what should be taught, and by whom. The report on the Survey, as it appeared in the TES of 7 November 1986 has now been reprinted and is available at a price of 50p (including postage).

For your copy please write to The Reprint Division, The Times Educational Supplement, Priory House, St John's Lane, London EC1M 4BX, enclosing your cheque or PO made payable to The Times Educational Supplement.

Fantastic plastic

Plastics and the Body
Chart, 785 x 545mm
50p from Education Service of the
Plastics Industry, University of Tech-
nology, Loughborough, Leicestershire
LE11 3TU.

A major feature of this chart is an outline drawing of a human, illustrating the main body components, such as shoulder joints and heart valves, which can today be replaced by plastic materials.

A series of colour photographs and drawings show a range of plastic materials used in medicine. This goes beyond just those with a prosthetic function, and includes items such as incubators, intravenous feeding pouches and tubing, and first aid dressings. Tables provide details concerning the range of plastics involved and their specific uses.

This chart is timely, for with the emphasis in all the GCSE science syllabuses on the use of plastics in medicine, it provides a useful background information. It is not a stimulus

chart, but one to which pupils will have to come to obtain the information. It would therefore be useful if additional background material for the teacher in this specific area was available. At 50p the chart is very good value. A list of other teaching resources is also available.

John A Barker



LOOKING FOR A JOB

A practical guide for schools and colleges called "Looking for a Job" has been put together by Dexion Limited and Adeyfield School in Hemel Hempstead. It aims to help students and tutors through the complex maze of job applications and personal selection by including all aspects of seeking employment. It also explains what happens within a company throughout the recruitment process. Available from Dexion Press Office, Maylands Avenue, Hemel Hempstead, Hertfordshire HP2 7EW.

Computer/software

This month's software reviews will appear in the Computers in Education section of the supplement on Friday, June 19.

ilea

Working in Education

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

• Commitment to providing equality of opportunity in education

• Pupil teacher ratios among the best in the country

• Half-day a week induction training for probationers and a high level of in-service training provision

• With some 950 schools, opportunities to broaden experience and enhance career prospects

• Excellent support staff and professional back-up, plus a range of central specialist resources

• Inner London allowance of £1,215 plus in many cases Social Priority Allowance of £201/276 p.a. in addition to Burnham salary

All posts open to job seekers unless indicated otherwise (NUS). A Register for pairing potential job-seekers: contact EUPERS/7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 8801.

Applications are invited from qualified teachers interested in working in the exciting inner-city environment.

Application forms and further details are available from the Head of the school, unless requested otherwise. Visits to schools, by appointment, are welcomed.

The closing date for applications is 18th June 1987, unless indicated otherwise.

Headships & Deputy Headships

Please refer to separate advertisement in this publication.

Primary Education

Posts of Responsibility

ASHMOUNT (JM)

ASHMOUNT (JM)

ASHMOUNT (JM)

ASHMOUNT (JM)

ASHMOUNT (JM)

BROCKLEY (JM)
Brockley Road, London SE24 2BS. Tel: 01-858 3382.
Head: Mr J. J. Stanton
Required from 1st September 1987.
Scale 2 for PE, Drama and Learning Resources

BROCKLEY (J)
Brockley Road, Brockley, London SE24 2BS.
Roll: 151 Infants plus 50 part-timers.
Required asap.
1) Scale 2 Language/Literacy an experienced class teacher to develop a whole school policy.
2) Scale 2 Maths. A candidate with an interest in computers to develop the Ambus programme throughout the school.

DULWICH VILLAGE (CI)
Dulwich Village, London SE21 7AL. Tel: 01-633 6561.
Roll: 277.
Head: Mrs Jackie Bartley
Required September or asap.
Scale 2 for Language to support and develop the curriculum throughout the school. Ability to play the piano an advantage. Applicants should be in sympathy with the aims of a church school. NUS.

GORDONBROOK (I)
Gordonbrook Road, London SE14 1UB. Tel: 01-680 0704.
Roll: 220 + 30 part-timers.
Head: Mrs Chris Ashburn
Required from 1st September 1987.
Scale 2, Language Development and Literacy You should be a confident and caring class teacher, and must have a proven ability as a class teacher.

GRANARD (HQC)
Granard Road, Putney, London SW15 6XA. Roll: 175 + 50 part-timers.
Head: Mrs Shirley Wilson
Required from 1st September 1987.
Scale 2 for Language and Literacy Development and Literacy

GUARDIAN ANGELS (JMB)
Whitman Road, London N16 1JL. Tel: 01-993 3939.
Roll: 140.
Required from September 1987.
Catholic teacher for top infants class. An interest in Science and environmental studies an advantage. Scale 2 available for suitable candidate.

HARRINGTON HILL (JMB)
Harrington Hill, London E5 7PB. Tel: 01-633 8801.
Roll: 195.
Head: Mrs P. M. Pines
Required from September 1987.
Scale 2 for Language and Literacy Development and Literacy

HOLMLEIGH (JMB)
Dunrope Road, London NW10 7SP. Tel: 01-622 7420.
Roll: 180.
Required asap - teacher for Scale 2 Language and Literacy. The school is committed to parent involvement in the development of children's language and writing skills.

JOHN MILTON (JMB)
Thamesly Road, London SW15 6XA. Tel: 01-622 5262.
Roll: 151.
Head: Mrs M. E. G. (Nursery) Head: Mrs E. E. (Infants)
Required from September 1987.
Nursery Teacher (Scale 2 + SPA). To lead a committed team. John Milton is a community school.

JOHN STANLEY (JMB) (H)
John Stanley Road, London SE24 2DY. Tel: 01-633 8801.
Roll: 175 + 15 part-timers.
Head: Mrs G. G. G.
Required from September 1987.
Scale 2 for Language and Literacy Development and Literacy

LABURNUM (JMB)
Laburnum Road, London E2 8BA. Tel: 01-736 3719.
Roll: 200.
Head: Mrs G. G. G.
Required from September 1987.
Scale 2 for Language and Literacy Development and Literacy

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Roll: 273.
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PRIMARY EDUCATION

continued

DORSET

TALBOT COMBINED SCHOOL
Talbot Drive, Bournemouth.
Tel: 01202 551111.
Applications for September 1987. For one year. Teacher. Computer. To join a group in a busy community school. Also an application to be an advantage. Applications from newly trained teachers welcomed. A commitment to the Headmaster giving full c.v. and the names and addresses of two referees. 110022 (02267)

DUDLEY

METROPOLITAN

BOROUGH

Equal Opportunities Employer

WOLLESTON PRIMARY

School

Drummond Road, Wollaton, Nottingham

DN5 9TA

Required September 1987

3 CLASS TEACHER (Scale 1)

To work with children in

the school. Applications

from new entrants and

experienced teachers with a

commitment to multicultural

education equally wel-

comed. Details/Application

forms from and returnable

to Headteacher, Mr B. Finch

by 19th June. 110022

(43942)

PRIMARY AND SPECIAL SCHOOLS NEWLY QUALIFIED TEACHERS FOR SEPTEMBER 1987

The London Borough of Havering is seeking to appoint as in former years, first class NEWLY QUALIFIED teachers to work mainly in its Primary, but also in its Special Schools (moderate and severe learning difficulties), with effect from 1st September 1987.

Applications are invited from well qualified and enthusiastic teachers who are seeking the opportunity to work for a lively and caring education authority and to play an active role in the education service it provides.

Havering offers excellent professional support for its teachers at all stages of their careers, including on average over 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitments for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access by public transport, both road and rail.

London Weighting - £795 per annum.

Application forms are available (see page) from the Director of Educational Services (ref Staffing/NO), Mercury House, Mercury Gardens, Romford, RM1 3DR (16704)

Havering

Barking & Dagenham

LONDON BOROUGH

APPOINTMENT OF NEWLY QUALIFIED TEACHERS

The London Borough of Barking and Dagenham will have a number of Scale 1 vacancies in Primary schools for students who complete their courses this year and who will be seeking posts for September 1987.

Situated on the North Bank of the Thames, a few miles to the east of Central London we are conveniently located for the City and West End within accessible distance of the Essex countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.

Among the many benefits we can offer are:

- * 100% removal expenses to teachers moving to the area to take up permanent appointments.
- * special consideration for temporary Council accommodation (for up to a year).
- * £1215 per annum Inner London Allowance.

Application forms and further details are available from the Chief Education Officer, Town Hall, Barking, Essex (see page).

Applications should be made as soon as possible. An equal opportunity employer.

For further information, please contact: Mrs. J. H. H. (0206) 551111 or Mrs. J. H. H. (0206) 551111.

HARROW

EDUCATION COMMITTEE

HARROW F.M. SCHOOL

Harrow, Middx.

Tel: 01-204 6564

CLASS TEACHER SCALE

1/2

Applications are invited

from enthusiastic teachers

committed to Modern Primary

School Practice to take

responsibility for a First

Class in a busy school. A

commitment to the multi-

cultural ethos of the school

is essential.

A Scale 3 post is available

for a suitably qualified

candidate able to co-

ordinate and develop the

Science curriculum. Outer

London Allowance payable.

Application forms from

and to be returned to Mrs J.

Morris, Headteacher by 15th

June 1987.

Please enclose stamped

addressed envelope.

HARROW IS AN EQUAL

OPPORTUNITY EMPLOYER.

(35089) 110022

(43942)

EAST SUSSEX

WEST DEAN C.P. SCHOOL

Barnfield, West Dean, Brighton

BN1 3BN

Tel: 01223 551111

CLASS TEACHER SCALE

1/2

Applications are invited

from enthusiastic teachers

committed to Modern Primary

School Practice to take

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Class in a busy school. A

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A Scale 3 post is available

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HARROW

EDUCATION COMMITTEE

GLENE FIRST AND

MIDLANDS SCHOOL

Harrow, Middx.

Tel: 204 6564

CLASS TEACHER SCALE

1/2

Applications are invited

from enthusiastic teachers

committed to Modern Primary

School Practice to take

responsibility for a First

Class in a busy school. A

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cultural ethos of the school

is essential.

A Scale 3 post is available

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candidate able to co-

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London Allowance payable.

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GLENE FIRST AND

MIDLANDS SCHOOL

Harrow, Middx.

Tel: 204 6564

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1/2

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from enthusiastic teachers

committed to Modern Primary

School Practice to take

responsibility for a First

Class in a busy school. A

commitment to the multi-

cultural ethos of the school

is essential.

A Scale 3 post is available

Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome.

The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curriculum areas.

Haringey is an equal opportunity employer. We welcome your application, which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Haringey

THE LANGHAM SCHOOL HEADTEACHER

(Group 11 + London Allowance of £1215)

Upper School — Downhills Park Site: Langham Road, Tottenham N15 3RB
Lower School — Belmont Site: Downhills Park Road, Tottenham N17 6AR

Applications are invited from well qualified and suitably experienced teachers for appointment to this important post with effect from January 1988.

The Langham School is an 11-18 Co-Ed. Comprehensive School of some 720 pupils with 90 in the sixth form and a staff of 83 teachers and was established in 1983 as a result of the amalgamation of two schools. It is currently housed in two buildings offering new and well equipped facilities. The school's population reflects the wide linguistic, ethnic and cultural diversity of Haringey.

Applications are welcomed from men and women with the enthusiasm and management skills to build on existing strengths of the school and develop current initiatives, particularly in the area of school/community links, in line with the policies of a progressive Authority.

APPLICATION FORMS AND FURTHER DETAILS (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 48 Station Road, Wood Green, London N22 4TY, to whom completed forms should be returned by the 19th June 1987.

Social Priority Allowance: £201/£276

(16722)

EDUCATION

HEAD TEACHERS (3 posts)

Applications are invited for suitably qualified and experienced teachers for the headship of the following 11-18 upper schools for January 1988.

1. THE CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE, Mantmore Road, Leighton Buzzard LU7 7PA (GROUP 11 plus Community College allowance of £281 per annum)
2. VANDYKE UPPER SCHOOL AND COMMUNITY COLLEGE, Vandyke Road, Leighton Buzzard LU7 8HS (GROUP 12 plus Community College allowance of £281 per annum)
3. WOOTTON UPPER SCHOOL, Hill End Road, Wootton, Bedford MK43 8HT (GROUP 11 plus an allowance for Special Education provision — currently £484 per annum)

Application forms and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 8AP on receipt of a stamped addressed envelope.

Closing date for receipt of applications: 19 June 1987

The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

(17287)

Bedfordshire
A Nuclear Free Zone

DONCASTER LOCAL EDUCATION AUTHORITY CAMPSMOUNT SCHOOL Group 10 (12-18 years)

Required for January 1988.

HEADTEACHER

Campsmount School is a mixed comprehensive school with 890 pupils on roll, including a small sixth form. Doncaster is an equal opportunities employer, and applications from disabled persons are welcome.

Please send photocopy SAE, or telephone Doncaster (0302) 734219, for application form and further details. The Director of Education, Education Department, Princegate, Doncaster DN1 3EP.

Previous applicants who wish to be reconsidered need only confirm their interest in writing.

CLOSING DATE 19 JUNE 1987.

(10100)

SECONDARY HEADSHIPS

continued

BUCKINGHAMSHIRE

COUNTY COUNCIL

An Equal Opportunity

Employer

LAURENCE LANE COUNTY

SECONDARY SCHOOL

Laurence Lane, High Wycombe

HP11 2NG

APPOINTMENT OF

HEADTEACHER

Applications are invited from

well qualified and experienced

teachers for the headship of this

Group 10 school, for appointment from

January 1988. Further details available from

the Area Education Officer, Theme

House, 9 Castle Street, High

Wycombe, Bucks HP12 3JG. Closing date

19th June 1987. This is a

re-advertisement, and previous

applications will automatically

be reconsidered. 130010

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KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

North West Kent Area

GRAVESEND GRAMMAR

SCHOOL, GRAVESEND, KENT

APPOINTMENT OF

HEADTEACHER

Applications are invited for

the post of Headteacher at

this upper school for girls

aged 13 to 18 within the

Gravesend system of edu-

cation. The authority is look-

ing for a well-qualified and

experienced candidate to take

on the challenging post. The

current roll is 559 including

176 sixth form pupils.

Application forms and

further details available from

the Area Education Officer,

The Area Education Office,

138 Windmill Street,

Gravesend, Kent DA12 1BH

(including a stamped adre-

ssed envelope) to whom they

should be returned by 26th

June 1987.

The Authority operates a

disturbance allowance

possibility of help with

housing in approved cases.

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HEADSHIP

Lockleaze Secondary School, Hogarth Walk,
Lockleaze, Bristol, BS11 0QA

Applications are invited for the Headship
of this school

Salary in accordance with Group 11.

Vacancy from 1st January 1988

Stamped addressed envelope for further
information and application forms (returnable by
19th June 1987) from the Director of Education,
Avon House North, PO Box 57, St James Barton,
Bristol, BS99 7EB

Education Department

(1072)

Avon as an Equal Opportunities
employer considers applicants on their
ability for the post, regardless of sex,
race, disability or sexual orientation

Avon
COUNTY COUNCIL

EDUCATION DEPARTMENT

HEADTEACHER

FELPHAM COMPREHENSIVE SCHOOL
(Group 11, (11-18 age range)
1049 on roll including 111 in Sixth Form)

Required January 1988 Headteacher for this
co-educational Community School on the
retirement of the present Headmaster. The
School was established in 1974 in a developing
residential area on the eastern edge of Bognor
Regis.

Application form and further details available
from the Area Education Officer, Ambassador
House, Crane Street, Chichester, West Sus-
sex PO19 1TP, (s.a.e. please). Closing date for
applications 19th June 1987.

(1673)

west sussex

Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

STANCHESTER SCHOOL STOKE-SUB-HAMDON (11-16 Mixed Comprehensive, NOR 820)

For January 1988,

HEAD

for this Group 10 mixed comprehensive.

Application form and further details (sae
please) from the Staffing (T) Section,
Education Department, County Hall,
Taunton, Somerset TA1 4DY.

Closing date 22nd June 1988.

(13308)

Redbridge
London Borough
THE CITY
A pleasant residential area, in N.E. London, with easy
access to M11 & M25, the

53

SURREY

EDUCATION COMMITTEE
TOMLINSCOTE SCHOOL
Alphington Avenue, Frimley
GU16 5LY
(12-18 Mixed Comprehensive,
NOR 1158 (including 183 in
6th Form))
Required for September 1988
or as soon as possible thereafter.
Head of Department Scale

to be responsible for the DE-
COORDINATION OF COMPUTER
LEAGUE throughout the School
Term. Tomlinson is participating
in a 30 day course and has
and has 30 RML 480's on
in the School. He has 30
micros distributed throughout
various departments.
Application forms and further
or information from Mrs. Head
of the School, please, 13534-01 13501-1

[illegible]

be expected to contribute to the development of the further developments of the higher department, and will be responsible for leading Computer Studies/information technology to all levels. Mr. M. J. O'Connell, Head of Mathematics, is also not essential. The school has a large staff of 100, and a large number of pupils. The school is a member of the NIMBUS Computers. Further information can be obtained from the following:

PLEASANT sits on outskirts of London and is a large school with a large staff of 100 and a large number of pupils. The school is a member of the NIMBUS Computers. Further information can be obtained from the following:

London and Kent Coast countryside. A large school with a large staff of 100 and a large number of pupils. The school is a member of the NIMBUS Computers. Further information can be obtained from the following:

1992

Scale 1 Posts

KENT
EDUCATION DEPARTMENT
North West Kent Coast
THE DOWNS SCHOOL
Further information can be obtained from the following:

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Regularly since 1956. 19
well qualified and enthusiastic
of College of Education and
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welcome on 101
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m- from Headmaster (1987).
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BRENT EDUCATION

towards
a better future

COME AND JOIN US

SPECIAL NEEDS and HOME/SCHOOL LIAISON — Scale 3

BYRON COURT JUNIOR MIXED & INFANTS SCHOOL, Spencer Road, Wembley, HA0 3SF (Tel: 01-904 2785) (Roll: 460)

Required from SEPTEMBER 1987 — SPECIAL NEEDS and HOME/SCHOOL LIAISON (Scale 3). Experienced JUNIOR and/or INFANT TEACHER to undertake responsibility for this area throughout this culturally pluralistic school where many children are well motivated and have high academic potential. This is a Senior post and offers an excellent opportunity for professional and career development in school management and equal opportunities policy. Visits welcomed.

JUNIOR TEACHER — Scale 1

LYON PARK JUNIOR SCHOOL, Vincent Road, Wembley, HA0 4HH (Tel: 01-902 1479) (Roll: 344)

Required from SEPTEMBER 1987 — Experienced JUNIOR TEACHER (Scale 1). Applicants should be committed to parental involvement and able to work as part of a team of class teachers. Please state special interests.

TEACHER OF MATHEMATICS — Scale 3 3 TEACHERS — Scale 1 JUNIOR AGE RANGE TEACHER — Scale 1/2

OAKINGTON MANOR PRIMARY SCHOOL, Oakington Manor Drive, Wembley, Middlesex HA9 6NF (Tel: 01-902 2871)

Required in SEPTEMBER 1987 — SCALE 3 TEACHER with particular responsibility for developing and coordinating the teaching and learning of MATHEMATICS across the 3-11 age range. The appointed candidate will form part of a team of curriculum leaders, as well as oversee the running of a year group. A Junior class teacher would be preferred although an interest in the primary age range will be an added bonus.

3 SCALE 1 TEACHERS with particular interest in the Infant age range are required as class teachers. There are ample opportunities made available for the teachers to promote their personal and professional development.

One JUNIOR AGE RANGE TEACHER required as a class teacher. A Scale 2 post available for a suitable candidate who can offer innovative ideas on developing community links.

CURRICULUM COORDINATOR — Scale 2

SALUSBURY JUNIOR SCHOOL, Salusbury Road, NW6 (Tel: 01-624 0311) (Roll: 177) (SPA Range £201-£276)

Required from SEPTEMBER 1987 — CURRICULUM COORDINATOR for LANGUAGE DEVELOPMENT & LITERACY (Scale 2). An experienced enthusiastic TEACHER to take responsibility for LEADING, DEVELOPING and CO-ORDINATING the school's LANGUAGE CURRICULUM. Candidates should be firmly committed to individualised reading, parental involvement and the implementation of Race and Gender Equality policies.

TEACHER responsible for LANGUAGE DEVELOPMENT — Scale 2

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools — exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

Primary

TEACHER of MATHEMATICS — Scale 2 TEACHER of SCIENCE — Scale 2 INFANT TEACHER — Scale 2

STONEBRIDGE INFANTS SCHOOL, Shakespeare Avenue, NW10 8NG (Tel: 01-965 6965) (Roll: 171) (SPA Range £201-£276)

Required from SEPTEMBER 1987 — TEACHER (Scale 2) responsible for LANGUAGE DEVELOPMENT across the curriculum with special interest in developing bi-lingual approach to language and interest in individualised reading programme. The staff are working co-operatively to develop an anti-racist and anti-sexist curriculum in which the school works in partnership with the parents and the community.

TEACHER of MATHEMATICS (Scale 2). The person appointed will act as a curriculum leader in Mathematics. An interest in promoting investigative, problem solving and experimental learning is essential. The staff are working co-operatively to develop an anti-racist and anti-sexist curriculum in which the school works in partnership with the parents and the community.

TEACHER of SCIENCE (Scale 2). An experienced and enthusiastic Infant Class Teacher. The successful applicant will be responsible for the co-ordination of Science in this Nursery and Infant School.

An experienced INFANT TEACHER (Scale 2 available) required. Please state areas of interest.

INFANTS TEACHER — Scale 1

UXENDON MANOR JUNIOR MIXED & INFANT SCHOOL, Vista Way, Kenton, Harrow HA3 0SH (Tel: 01-907 5019) (Roll: 320)

Required from SEPTEMBER 1987 or as soon as possible thereafter — INFANT TEACHER (Scale 1) required for this school situated on the northern boundaries of the Borough. The person appointed will be required to teach in an infant class but will be familiar with a whole school approach to work in the 4-11 age range. A commitment to the Borough policies of multi-cultural and equal opportunity education is essential as is a commitment to a practical approach to learning.

EXPERIENCED JUNIOR CLASS TEACHERS — Scale 2

KENSAL RISE PRIMARY SCHOOL, Harvist Road, London NW6 6HJ (Tel: 01-969 3846)

Re-Advertisement
EXPERIENCED JUNIOR CLASS TEACHER (Scale 2), to be responsible for organising the use of the school's two computers, monitoring the acquisition and use of equipment and software and advising other teachers on the educational use of the computers in their classrooms. The school serves a large multi-ethnic community and is developing close links between school and home, and is committed to the Borough's anti-racist and equal opportunities policy.

EXPERIENCED JUNIOR CLASS TEACHER (Scale 2), to be responsible for developing the mathematics curriculum, monitoring the acquisition and use of equipment and materials, and advising other teachers on the teaching of mathematics. The school serves a large multi-ethnic community and is developing close links between school and home, and is committed to the Borough's anti-racist and equal opportunities policy.

Secondary

TEACHER OF BOYS' PHYSICAL EDUCATION — Scale 1

COPLAND COMMUNITY SCHOOL, Cecil Avenue, Wembley, Middx HA9 7DX (Tel: 01-902 6362)

Required as SOON AS POSSIBLE — TEACHER OF BOYS' PHYSICAL EDUCATION (Scale 1) to teach across the full age and ability range of this Community School. There are good on-site facilities, large playing fields which includes 400m grass athletics track. Off-site facilities are also used at the local sports centres. The successful applicant will be a firm tutor.

TEACHER to teach FRENCH — Scale 1 SCIENCE TEACHER — Scale 1

WILLIAM GLADSTONE (MIXED) HIGH SCHOOL, Parkside, NW2 (Tel: 01-450 2631) (Roll: 650)

Required from SEPTEMBER 1987 — A TEACHER to teach FRENCH (Scale 1) to lower school classes on a part-time basis, for approximately 1/2 of the week. French is taught to all pupils in the lower school years 1 to 3. The school is a multi-ethnic co-educational comprehensive school (11-19). It is committed to Borough initiatives on race and gender equality and the successful candidate will have demonstrated an understanding of anti-racist and anti-sexist teaching strategies.

A SCIENCE TEACHER (Scale 1) is required who offers Games as a subsidiary subject, an interest in Dance/Drama would be useful. The Science Department teach integrated Science in mixed ability classes to all pupils to GCSE with further Science for interested pupils. Separate Sciences are taught at 'A' level alongside CPVE and innovative 6th form courses.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE BY 19th JUNE 1987.

Brent is fundamentally committed to multi-cultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

YES	_____
To The Head Teacher	_____ School
I am interested in the post of	_____
Please send me further information	_____
Name:	_____
Address:	_____

Children's Books II

Boom time in teenage publishing

A new voice

SARAH JANE EVANS

This is the spring of the teenager, at least in publishing terms. Despite the accumulation of evidence that reading and book buying are on the decline among young people, publishers are rushing to launch a new series specifically targeted at this age group. Whether teenagers — and indeed, the publishers themselves — can survive this onslaught is another matter.

First on the scene are the Women's Press. Their Livewire series for teenage girls started in April. Virago followed hot on their heels in May, with Virago Upstarts, aimed at exactly the same market. Transworld, publishers of the phenomenally successful Sweet Dreams, launch a new list, Freeway, in July, while Pan Horizons, Puffin Plus, Adlib and all the rest continue unabated.

"There's been an explosion in teenage fiction," says Philippa Dickinson at Transworld, "practically every publisher has a teenage list up and running

showed that there was a huge demand in the age group for readable fiction. (Whatever else you may say about this series and its clones, they are readable, a feature acknowledged by the publishers in their promotional leaflet: "Bantam Teen Romances make falling in love — with books — easy".)

Media interest was focused on teenage reading when the Book Marketing Council ran their Teen Read campaign and drew up a list of teenagers' 100 favourite titles last autumn. Just before Christmas W H Smith commissioned Millward Brown to look into the reading habits of some thousand 8 to 15-year-olds. Though books were second in popularity only to television (57 per cent had spent some of the previous day's leisure time reading; 97 per cent had watched some television), the researchers found that interest in

do" and both sexes agreed that it is "more for girls than for boys". Ten per cent of boys aged 14 to 15 claimed never to read a book in their spare time. Victoria Eldon, the editor of Pan Horizons, says that though her list "started off being dominated by girls, it now has quite a large male readership. But still boys would rather nobody knew. They feel they should be reading a bike magazine. It's a long process to wear away the stereotype. Sweet Dreams are the stereotypical pulp novels for girls — "Make a date with Sweet Dreams. The books that are every girl's best friend" — but Philippa Dickinson is quick to defend them. "I would hate to think any teenager is reading nothing but Sweet Dreams, and the other teen romances. I hope that we're keeping them reading. They're not as bad as people make out. Some have quite positive elements, and the girls are quite strong. As a general rule even if she does fall in love with the boy, she still realises she has to get her grades." The Freeway series will have mainly British writers, and will be for an older readership. Her intention is to provide a wide range of fiction, which deals with "real issues, but is also a great read". Her first selection includes Marilyn Sachs's *The Fat Girl*; Jean Ure's *You Win Some, You Lose Some*; and the first of Robert Leeson's *Time Rope* quartet.

It's very easy to rubbish the romances, but the editors of Livewire and Virago Upstarts won't be drawn. Says Ruthie Petrie of Virago: "I don't like the very sniffy attitude about those books, when we give ourselves permission to read across a wide range. We have all worked our way through Enid Blyton or the Nancy Drew mysteries, depending on which continent we grew up on. If the romances had been around, I'm sure that lots of us would have read them." And Carole Spedding, co-editor of the Livewire series, and herself a mother of a teenage daughter who has advised on the list says: "I do think teenagers read more than we give them credit for. People who say they don't read don't notice what they're reading."

It's a coincidence, say Ruthie Petrie and Carole Spedding, that the two leading women's presses are producing teenage lists simultaneously. Both had established lists for adults, and had been planning for several years to publish books that extended the range of reading for teenagers. So what's different about books for teenagers from feminist publishers? Virago Upstarts launch themselves with a new Rosa Guy, *My Love, My Love* (see Rosa Guy, *My Love, My Love* on page 56).



One of Angela Martin's cartoons from *You Worry Me Tracey You Really Do!*

or planned. We'll have to wait and see if this activity translates into sales. She has seen just how such enthusiasm can fail: her previous job was at Puffin, where they had great difficulty building and marketing a successful teenage list. Puffin Plus has settled down now, but not before many hiccups.

The first Sweet Dreams title, on the other hand, *P.S. I Love You*, which was published in early 1982, has sold over 70,000 copies, while total sales for the series of over 100 titles are in excess of seven million. The Sweet Dreams romances were originally foisted on an unwilling Transworld by its American parent. To Transworld's great surprise, market research in the UK

reading declined with age, and was stronger for girls than for boys. What do they do instead of read books? Listen to records, tapes or the radio, and read magazines and newspapers. The survey noted the relative importance of school libraries as a source of books to take home, while public libraries were relatively less used, especially by boys. Books had the goody-goody image that might have been expected: readers of books were thought to be "sensible", "friendly", "happy" and "normal", but they were romances were likely to be "quiet", "shy", and they definitely weren't "cool" or "trendy". Reading is something "your parents encourage you to



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Jill Murphy's *Five Minutes' Peace* about a mother who finds respite from her demanding children in the bath, has been chosen from a shortlist of 10 to win Parents Magazine's Best Book for Babies Award 1987.

(Methuen)) Isaac Camplon by Janni Howker (Julie MacRae) and *The Coal House* by Andrew Taylor (Collins) for the Carnegie Medal. For the Greenaway, for illustration: Janet Ahlberg's *The Jolly Postman* (Heinemann); Paddy Broun for *Are We Nearly There?* (Bodley Head); Babette Cole for *Princess Smarmypants* (Hainish Hamilton); Fiona French for *Snow White in New York* (Oxford University Press); Jan Ormerod for *Happy Christmas Gemma* (Walker Books); Fiona Fraught for *How Many?* (Gollancz and Tony Ross for *I Want My Potty* (Andersen Press).

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Inclined to Klein

Hadron Alison Ashley. 80864 4. Games. 0 670 81403 2. People Might Hear You. 80303 0. By Robin Klein. Viking Kestrel £5.95 each.

Robin Klein is an Australian writer of great versatility and wit. Imaginative and talented, her work over the past three or four years has successfully spanned the age range from young reader to teenager. Her writing is not heavily demanding of the reader but it can be original, thought-provoking and very funny.

One of her earliest picture books, *Thing*, a humorous exploration of the monster in the garden theme, was winner of the Australian Junior Book of the Year award in 1983 and has been a great favourite here with younger readers.

Junk Castle is a fast-moving story for a slightly older age group. It follows the exploits of a gang of children who create an ingenious and complex castle from junk materials and, when they arouse the anger of local residents, determine to defend the castle in true military fashion.

Halfway Across the Galaxy and Turn Left, is the instructions for reaching the Earth from the planet Zyrkon, is a highly inventive science fiction story which turns upside down our general understanding of responsibility and seniority, in a very amusing way. From the zany characters of *Halfway*, Robin Klein seems to have matured as a writer as she moves towards the psychological, in-depth exploration of human relationships, in her three newly published novels for teenagers.

Hadron Alison Ashley is an absorbing novel about bright, precocious Erika Yurken or "Yuk" who has always been queen of downtown Barrings East Primary School. She knows she is superior in every way to all the other kids in school, until the immaculate, beautifully behaved, rich, clever Alison Ashley arrives. Yuk hates her on sight. The story is somewhat predictable in outcome as the two girls probe each other's weaknesses and finally come to a mutual understanding and respect. But the story has considerable depth of character, is at times highly perceptive and very realistic. Above all, it is very readable and many younger teenagers will identify closely with these young adolescents.

Games is about another loner, Patricia, invited along, unexpectedly, to an isolated cottage for a weekend with the two most popular girls in school. The weekend turns nasty, as what begins as an attempt to make Patricia believe that the house is haunted, turns into a compellingly chilly and believable "haunting". Robin Klein manages to

hold a very tightly constructed, eerie story extremely well, until the final denouement.

People Might Hear You is the least satisfactory of the three, largely because the ending is unresolved and leaves too many unanswered questions and problems. Again, however, this is a readable and compelling story of conflict in relationships. Frances has lived with her Aunt quite happily, although often in poverty, until one day when the aunt announces she is getting married and they are to move to a new house in another district. The family they join turn out to be members of an almost monastic and highly disciplined life to which Frances is expected to conform. As a rather rebellious teenager, Frances finds herself unable to cope and determines to escape.

All three books have an immediate appeal to teenagers of around 13+. The main characters are all girls and it is girl readers who will largely respond to them. They are all fast-moving and readable, well within the reach of the average reader but containing more substance and challenges than many of the lighter weight teenage novels of recent years.

Judith Elkin

Life's a giggle?

I Can't Stand Losing. By Gene Kemp. Faber £5.95. 0 571 14773 9

The jacket of Gene Kemp's *I Can't Stand Losing* establishes that the book is funny. It shows "a bunch of pillocks", as Patrick Gates, Number One Whizz Kid, describes his family. There is Dad, morose in his grey "elephant skin" dressing gown, little sister Chell "shrieking and shouting and jangling", Soupy Leithbridge roaring past on her Honda - but all of them are cut-out figures manipulated by a huge hand in a toy theatre. "Life's a giggle," as Patrick observes, "a marionette operated by God's Law."

The polemic underlying the book's jocularity is powerful. Gene Kemp

writes with heart-breaking accuracy about a family whose comic dreadfulness masks its essential vulnerability. Sod's Law takes over when Patrick's mother dons wellies and Dad's vast anorak, shoulders a rucksack "already packed", Patrick notices incredulously, and departs, with an economy of words born of long endurance, for Greenham Common. Robbed of Mum's load-bearing stability, the family rockets towards self-destruction, fuelled by its own multi-faceted selfishness and immaturity. Behind the black comedy, the suffering is raw.

Patrick himself is an anti-hero who will set the teeth of most female readers on edge from the first paragraph, though young males will prob-

ably pursue his sex-obsessed adventures for several chortling chapters before they start to wonder if all is well. There is enough hilarity to keep them reading, but they will meet some splendidly genuine anger about the human condition on the way, cunningly disguised as zany humour while events batter Patrick into the beginnings of a reluctant wisdom.

A necessary, though slightly distancing, author's footnote lays the shadow of AIDS as a postscript across the book's landscape. The effect is curious, bathing the hysterical dreadfulness in a sunset glow of innocence.

Alison Prince

Dad in drag

Madame Doubtfire. By Anne Fine. Hamish Hamilton £6.95. 0 241 12001 2

Despite its boisterously comic tone *Madame Doubtfire* is a telling exploration of three children's responses to their divorced parents' tugs of war, trust and temper. Natalie, the youngest, copes physically by plugging her ears against one parent's abuse of the other, and psychologically by retreating into mild fantasy. For Lydia and Christopher, pubescent problems of identity and belonging are exacerbated by their parents' individual inadequacies, and the sourness of their occasional contacts with each other.

The children's mother Miranda, a well organized business-executive, is the complete and clashing opposite of Daniel, their scatty genius but self-preoccupied father, who is an out of work actor. Mum has custody; Dad has limited access. The cards (a good comfortable home, a ready supply of cash, and so on) seem to be stacked on

her side, which perhaps is why the narrative view shows more sympathy to Daniel.

There are times when intricacies of plot and relationship are endangered by Anne Fine's sense of comedy, and indeed the main joke of the story gets out of hand. Daniel, in very bizarre drag, answers Miranda's advertisement for a cleaning woman who will supervise the children after school. Astoundingly, although his offspring spot his disguise almost immediately, his wife doesn't tumble to it. Daniel lives in a brief fool's paradise of being regularly with his children for a few hours each day, but the eventual effect of his deceit upon the family is frustration rather than fulfilment. Happily, however, the author points a convincing way of solving everyone's problems once she allows Daniel to drop his drag act, and both parents to begin to understand their children's point of view.

Mary Cadogan



Another cartoon from *You Worry Me, Tracey, You Really Do!*

continued page 55

page 61), and *Hotel Romanika*, a collection of short stories by Just Seventeen's advice columnist, Melanie McFadyen. *Bitter-Sweet Dreams* gives teenagers a voice: it's a collection of writings by readers of *Just Seventeen*. The final title in the first set is *Falling for Love: Teenage Mothers Talk*, by Sue Sharpe, based on a number of interviews, and a book that should attract Virago's adult readers as much as teenagers.

Livewire has a more streetwise air, more brash and less discreet than the pale green Upstarts. For the light entertainment slot, there's "a female Adrian Mole" - *French Letters: The Life and Loves of Miss Maxine Harrison, Form 4A*, by Eileen Fairweather - and a book of cartoons - *You Worry Me, Tracey, You Really Do!* by Angela Martin. There's an American import, *The Soul Brothers and Sister Lou*, by Kristen Hunter, which is a reprint requested by school librarians, about a group of black teenagers in the inner city. And finally there's the most controversial of all, *Punk Me, Bull Me*, a first novel by Sandra Chick.

It has a marvellous picture of the way a mother and daughter rub along and against each other. But in the first pages the daughter is raped by the mother's boyfriend, Catherine. It takes it to a level that most publishers are not going to find their way easy.

didn't want a conventionally happy ending, and that it's clear at the end that Catherine has grown as a person and is eventually going to talk out the rape with someone. She adds that teenage is a time of ambivalences and contradictions, and that teenage readers can cope with books that many adults would find difficult.

These titles cannot represent their publishers' full ambitions, but both the Women's Press and Virago are to be congratulated on their enterprise. Hitherto, British publishers have had to rely heavily on American writers for the teenage market, so it's good to see already that the element of American imports is low. Both have plans to produce books that may be relevant to History and Geography, as well as Social Studies, and to build contacts with schools. Carole Spedding hopes to be able to make her authors available to schools, and would ideally like to be able to run a series of writing workshops.

The one problem that now remains for readers is how to get hold of the books. Some will no doubt be placed in the "children's" sections, others on the "adult" shelves. Relatively few are the shops that have a clearly demarcated "teenage" section, to attract passing custom. Fifty-four per cent of the younger age band, the 13 to 14s, don't go to bookshops at all, and publishers are not going to find their way easy.

Poetry all sorts

There are monsters about. By Zenka and Ian Woodward. Blackie £6.95 0 216 92022 1
Of Caterpillars, Cats and Cattle. Chosen by Anne Harvey. Viking Kestrel £6.95 0 670 81218 8
Song of the City. By Gareth Owen. Collins £4.95 0 00 184846 1

Current psychological thinking in educational circles is concerning itself with the colour red. Nothing political, mind you, but a new directive has been issued to the effect that the colour red, especially when used as backing paper for display, has an unsettling effect upon the children. Also the wearing of red stockings, red pullovers or even, I imagine, red faces, is positively discouraged. Therefore it was with some trepidation that I introduced Ian and Zenka Woodward's latest anthology of poems into the classroom. Not only is the book about monsters - bad enough for discipline, I hazarded - but the cover is full of this red stuff. The letters of the title are a dripping red, fangs are red and there is a red-cloaked member of the Dracula family. I need not have feared, there is nothing inside this book as frightful as its cover. In fact the poems are very weakly chosen, uninspiring and not at all frightening. All this is rather a shame since the Woodwards are normally anthropologists of the highest calibre but here an opportunity has been missed. The fault lies in the failure to include enough poems from ancient mythologies which still are really frightening images and superstitions which once gave rise to nightmares and to organized religion: the divine imago. Instead we have silly little monsters from people like Mike Rosen and Spike Milligan and this from Roy Fuller, who should know better.

"I am a frightful monster, my face is cabbage-green, And even with my mouth shut, my teeth can still be seen."

Nor do the Woodwards seem to realize that children have their contemporary anxieties: the monsters of the present day are poverty, disease, death and divorce. These are the things that children themselves tend to write about and can handle as art.

Of Caterpillars, Cats and Cattle is a very much more profound and serious compilation. It is a collection of poems about animals and birds and Nature.



Nicola Bayley's customary jewel-like miniatures decorate her collection of lullabies and nonsense in *Bedtime and Moonshine* (Walker Books £9.95)

The sheer depth of Anne Harvey's choice of poems makes the book a delight and it will become a personal favourite.

Anne Harvey has arranged her book in a clever and thematic way: it falls into seven sections, the first, "Earth's Inmeasurable Surprise" is, as one would expect, full of poems of affirmation and delight; "Through my lens" contains poems of excellent observation; "Various Good Friends" has poems which are more familiar and colloquial; "And the Song of a Bird" has stunningly good poems about blackbirds and even one about the humble sparrow; in the fifth section, "I

turned to see", there are poems about the tiny creatures, the harvest mice, the hare, the frog, even the toad. "Of all the treasures that were mine" has poems like "O Pug", by Stevie Smith; this section is full of poems about pets. This section provides the reader/teacher with a ready-made term's lesson-plans. "Night's living things" ends the book in darkness with, amongst others, "Dusk" by Frances Cornford and "The Bat" by Ted Hughes. However there is light also in this magical book. Here is part of one poem about a butterfly:

All he can ever do is to be entrancing, so that a child may think, upon a chalk-blue changing, "Today was special, I met a piece of the sky dancing."

Song of the City by Gareth Owen is not as urban as it sounds; in fact there are poems in it which are distinctly pastoral but at least it is a book of new, original and possibly lasting poems. Gareth Owen's strength as a poet-for-children lies in his understanding of the young and adolescent mind. He is a spokesperson for the growing-up, but happily writes of that anguish with a great sense of humour and I hope he can make his young readers laugh at themselves. "My sister Betty" certainly understates the effect 13-year-olds have on other people -

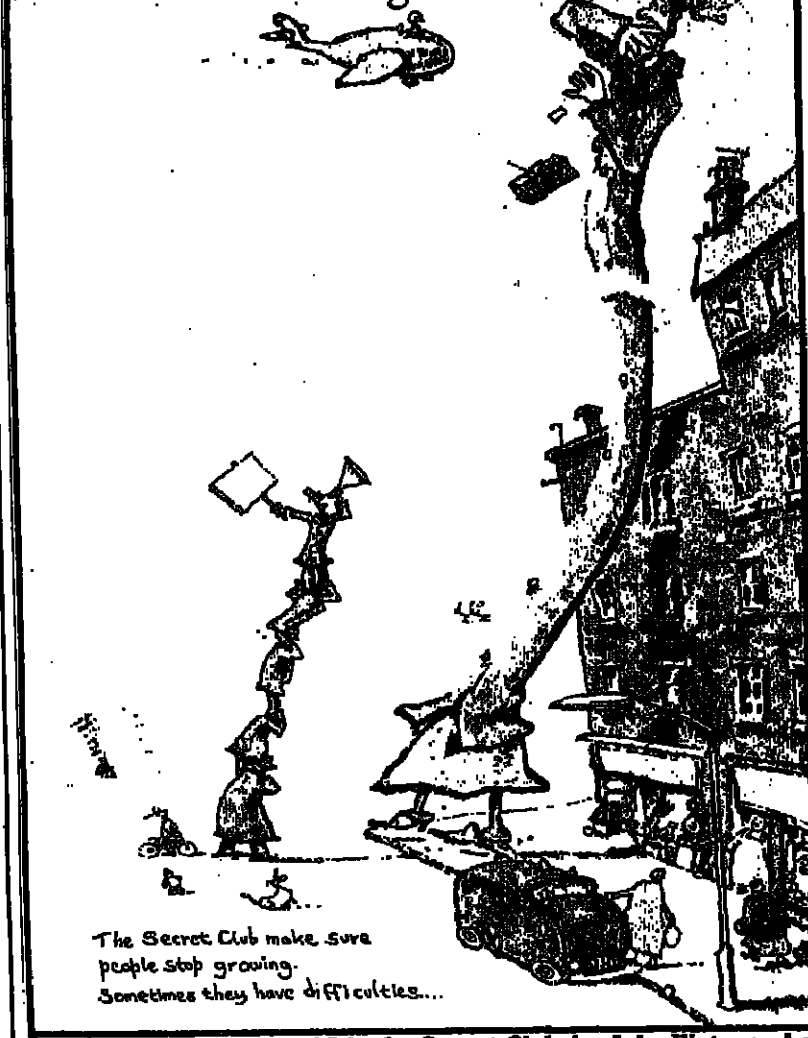
My sister Betty said "I'm going to be a famous actress," last year she was going to be a missionary.

"Famous actresses always look unhappy but beautiful," she says pulling her mouth sideways.

So it goes on, exposing relentlessly the foibles of teenage vanity. The funniest poem in the book is about a creative writing class. Some of us can shudder there! This book is highly recommended.

Shaun Traynor

Afternoon in the High Street



This is a page from *Shh! It's the Secret Club*, by John Watson who last year, as a student at the Royal College of Art, won the Macmillan Prize for a Children's Picture Book. Raymond Briggs said of the book: "The drawings aside with life, the humour is terrific". This year's prize is awarded to *Charles Fudge* from the Camberwell School of Arts and Crafts for *The Bush Vark's First Day Out*, unanimously chosen by the judges Raymond Briggs, Quentin Blake, Jill Murphy and Tony Ross and to be published by Macmillan.

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Funny Stories. By Judith Drazin. Oxford University Press £4.95 0 19 278215 0

As infinite generations of jolly uncles have proved, children reward with chortling delight the most inane antics. Writers for children understand this very well, and what we have here is the literary equivalent of the parties I remember as a child where my numerous uncles dressed up in fearsome wigs and chased me around the house.

Creepo's Birthday Horrors is about the monstrous inhabitants of a Scottish castle, and in particular about the son, Creepo, and his efforts to do a good deed. Creepo, alas, is just a bit too creepy for me, as is Shaun Traynor's Hugo O'Huge, reappearing in *The Giants' Olympics*. Still, children may disagree. They will undoubtedly revel in the details of the Giants' Biting Contest, Traynor's account of which is enough to put you on the Cambridge diet for life.

Unspeakable dietary horrors feature prominently, too, in Andrew

Matthews' *Wolf Pie*, which is about a King and Queen who impoverish their country while pursuing new culinary experiences. Children, again, will love the stuffed wiles and rich connoisseurship of the régime at the hands of the freedom fighting wolves.

Margaret Greaves, in the last of this set of new Read Aloud books, chooses a different, but equally familiar, formula for her humour - that of an apparently ordinary person with extraordinary powers. Hetty Pegler is only half a witch, which means that her spells are likely, so to speak, to go off at half-cock. The supernatural element in this story is just matter-of-fact enough to be disturbing in a not entirely pleasant way.

David Tinkler's *Headmaster is Killer Keast*, principal of a particularly comprehensive comprehensive school. He plays just one of the leading roles in an inventive and fast-moving detective story peopled by a satisfying number of unlikely characters.

Hazel Townson's *One Green Bottle* is, in fact, a bottle of green shampoo labelled Instant Death to Dandruff. With the words "to Dandruff" carefully removed, it becomes an aid in the search for Tim Evans's great invention, the "Redundo" Board. But, of course, someone in a very secret scientific establishment has lost a real bottle of deadly green liquid.

This is a good, well placed tale with the humour unforced and the storyline strong.

Mr Majelka's *Class Three's* teacher at St. Bart's. In this latest book he takes his class on a visit to Hodder's Wall, staying at an hotel called "The Green Banana". The hotel is haunted, and there are many adventures, enhanced by the fact that Mr Majelka is a magician in his spare time. A nice story, with some believable characters.

Giles Brandreth's book in the same Kestrel Kites series is about a boy who develops a prolonged case of the hiccups, with results which are suitably disastrous. Each of these Kites will make a cheerful read for lower juniors.

Alfonso Bonzo is a genuinely funny book. "He slid open the top drawer of his desk and took out two round grey objects. Silently he held them up to Billy and turned them round and round in his hands. 'Know what these are?' said Mr Hardwood. 'They're my

dad's hip joints. Thank you."

Andrew Davies's namesake, Hunter, has presented us with another book about weedy 10-year-old Ossie, who can be transformed, Clark Kent-style, into his muscular 18-year-old alter ego, Oz. There are four stories here, in which well known people make cameo appearances. "Try the pink," said Steve Davis, softly, so that no one else could hear. "Not too much bottom."

"Don't be rude," said Oz. "I much preferred this Ossie book to its predecessor, and the four stories should go down very well in the 10 to 12 bracket."

In *The School with the Troll* we are back to monsters - in particular to a troll with a penchant for luminous slime, found in a bucket of old green paint in the inner recesses of a classroom cupboard. Schools with dragons, magicians and other supernatural beings are becoming a cliché of children's fiction. This story is a fair example of the genre.

Another kind of cliché is the person whose true character belies his appointed role. Thus, from Dick King-Smith we have Tumbleweed, a Bold Knight of Old who dislikes jousting and is a very indifferent horseman. The author is not above seeking a laugh with the odd anachronistic remark - "And now," he said, "you can shut your face." And he closed the visor with a snap.

Nevertheless this is a good story well told in that unforced manner which escapes so many would-be humorists. To call a book *Funny Stories* is, I suppose, asking for it a bit. This collection of four by Judith Drazin, however, lives up to the title. They are short and simple anecdotes - "The Night Dad brought home a pig," "Dad's cough and the peculiar plant" perhaps best read aloud to children from the very youngest up to eight or ten. Their strength lies in their straightforwardness, for while they are not self-evident rib ticklers, it is clear that the author understands the young child's love of ordinary light-hearted situations plainly told, with the kind of repetition of key phrases which storytellers through the ages have known how to use. I like this one very much.

Gerald Haigh

Ghostly chills and thrills

A Quiver of Ghosts. Compiled by Aidan Chambers. Bodley Head £3.95 0 370 31008 X
The House on the Hill. By Eileen Dunlop. Oxford University Press £6.95 0 1927 1565 8
Haunted. By Judith St. George. Methuen £7.95 0 416 02452 1

Like all good ghost stories these combine suspense with a proper respect for place. The setting for ghostly happenings should be an essential feature of the atmosphere, created to convince the reader that something truly awful is about to happen.

A quivering place provides an underlying theme linking the stories in *A Quiver of Ghosts*, generally very successfully. Beginning with a Hammer-horror-horror mummy chapter, this is an excellent mixed bag. The only slightly discordant note is struck by Ronald Frame's "Some common mis-understandings about phantoms". A quiet-factual skip through a series of ghastly anecdotes, it seems rather out of tune with the rest of the collection, which effectively combines well-developed characterization, spiky dialogue, and the inevitable "twist in the tail" to each story. Jan Mark's "Buzz words" offers an added bonus - it's very funny, an impressive feat, when the reader is simultaneously being scared by menacing bogies. A debate on who or what gets this, who provides some effective material, and a reader does well to think on the matter.

Butlin's for cats and atheists... Atheists won't be expecting heaven, anyway, will they? They'll just expect to be dead. Jill Paton Walsh achieves a complete contrast in mood with "Green gravel", its sadly thoughtful theme reminiscent of Charles Lamb's poignant "Dream Children". Ghostly children's voices in this story have a rather different relationship to the dead than usual - these are "the laughing and quarrelling and singing children who were not dead, having never been born".

Variety in tone throughout this set of stories for teenagers helps to maintain the element of surprise. More than that, these tales beg questions of the reader - altogether a lively and suspenseful anthology.

The House on the Hill is another story to catch hold of the reader's attention. An elderly spinster's loneliness as she lives out her days in the gloomy family home provides the focus; her great niece and nephew, growing friendship and understanding of Great Aunt Jane, and their desire to bring her happiness, make up the plot. But the setting, this family house of a doubtful Scottish past, with its mysterious lighted room, is integral to the story moves along at such a good pace that it could also be enjoyed by proficient readers of around ten. And with the time-slip theme leading up to the final denouement, there's a further incentive for younger readers - a well-known similarity to family houses that do not change.

Haunted there is rather more to disturb - despite the final triumph of good over evil. The house where the hero is left to act as caretaker, somewhat improbably, by his father during a long hot summer has recently been the scene of two violent deaths. Plants are mysteriously watered and the dead owners' dog alternates between rage and docility, as Alex attempts to understand the forces that are drawing him into a feud between the ghostly couple. Set in rural Pennsylvania, the story portrays supernatural influences that are far from benign and depend on somewhat crude devices to meet an impact on events. Spontaneous combustion is surely one of the more scary of horror concepts.

The haunting in this novel for older teenagers appears to owe more to recent horror-movies than it does to the ghost story (discounting Dickens). Nevertheless, a certain lack of subtlety doesn't detract much from the story-line, nor from the characterization. There is a sympathetically drawn boy-album plot and a convincing description of conflict in the relationship between Alex and his friend. The sense of slight let-down is due to the lack of a well developed sense of place; the chill and thrill successfully a haunted house should assert its presence more loudly than this one. This story leads to creep up on the reader, the balance between setting and suspense not quite fully achieved.

EXTRA

Bite-size novels?

Guardian Angels. Edited by Stephanie Nettell. Viking Kestrel £6.95. 670 81077 0.
A Goose on Your Grave. By Joan Aiken. Gollancz £6.95. 575 03985 X.
Imaginary Lands. Edited by Robin McKimley. Julia MacRae Books £8.95. 86203 280 6.

"Bite-sized novels" might just one day prove to be how some ad-man tries to package the short story. After all, it does look as if it should be appetizing to (and digestible by) the young reader - for do not all "young" (ie presumed reluctant) readers want something short? I have my doubts. As soon as you have finished one story, you must start the process of "getting into" another. It is so tempting to put the book down after that first story. The good short story is also often tightly written and needs reading in a lower gear than does a novel. In the classroom it is different. The short story is manageable.

I hope *Guardian Angels* has a life outside the English syllabus. Compiled and published in celebration of the twentieth anniversary of the *Guardian* Children's Fiction Award, it contains stories by 15 of the 20 winners of that award. They were each asked to contribute an original short story on whatever theme the word "guardian" suggested to them and the results are

splendidly varied and unpredictable. Each story is however oddly typical of its author and so the book becomes a kind of sampler of some of the best contemporary writers for children.

Richard Adams contributes, naturally enough, an animal story. Argos is Odysseus' dog, faithfully awaiting his master's return and keeping a watchful eye on young Telemachus. The dog as guardian of his "person" is a theme that also occurs in Dick King-Smith's story about a tiny mongrel with an ear-blasting bark and in Leon Garfield's very funny story about a dog that manages to prevent his master from falling in love with a ghost by jumping through her.

John Christopher gives us a typically feudal tale while Barbara Willard takes us back to the time of the Crusades and those left to guard the castle back home. For Ted Hughes, "guardian" suggests God's mother, protectively watching over Him as he struggles with the business of creation. In contrast, Peter Carter brings the realities of apartheid into focus with his story of a rugged-playing Afrikaaner youth who becomes a hero when he gets the family's Black maid arrested.

If *Guardian Angels* promises to be one of those few storybooks which are every teacher's standby, it would be good to think that librarians will use it to widen young readers' tastes and that it will become a standard gift for birthdays and Christmas. Anyone who is ever likely to become a reader will

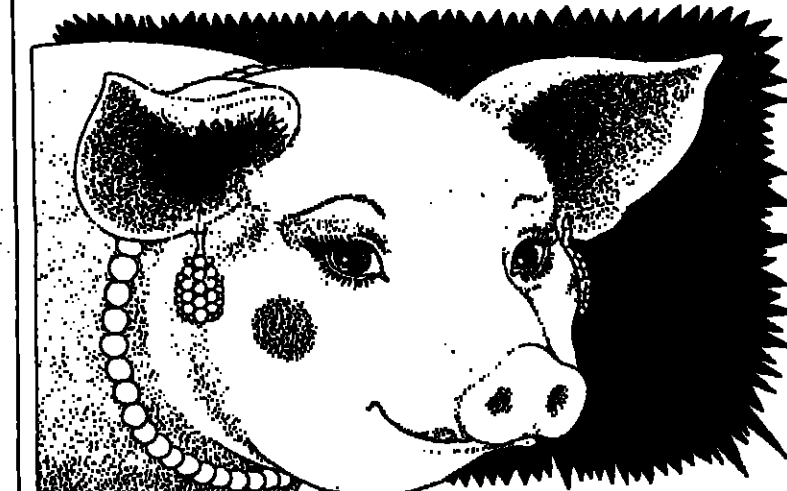
find something appealing here - provided of course they don't put it down after the first story (but then happily the first one is Leon Garfield's).

There is much variety in Joan Aiken's new collection of short stories, *A Goose on Your Grave*. Far from being "a deadly cocktail" - sample it if you dare - as the publisher's blurb would have us believe, this is a generally agreeable anthology of magic, fantasy and humour. Sadly, there are moments when Miss Aiken does not seem to be concentrating as hard as she might. Surely no school forced to make one of its staff redundant would ditch its physicist ("and he's such a good teacher")? Motorways do not have laybys and boys in boarding schools rarely talk about homework.

I would guess that the stories are intended for the 9 to 13 age range but some may be just a little outside the average young reader's experience. Giff is an ordinary enough boy except that his father just happens to be our ambassador in Paris and there is a disproportionate number of boys' public school stories. The dialogue in these is not always convincing but the story of the invention which causes everyone to go bald and the boy who invents a "cure" which makes the victims' scalps grow grass is very funny.

Like those in the *Guardian* anthology, the stories in Robin McKimley's collection were all specially commissioned from different authors. "All... must have a particularly strong sense of location, of the imaginary land each was laid in," said the editor. Significantly the best is Robert Westall's "The Big Rock Candy Mountain" which is set firmly in the very real Cheshire salt-mining town of Northwich and not Norwich as stated in the blurb: why are blurbs so disaster-prone? Some of the others are really very heavy-going, ranging from an exploration of a feminist Camelot to mock-hobbitry and a fairy story which includes some moderately explicit and ecstatic sex. There is also unfortunately a lot of prose on the lines of "The master of Knorth, High word of the Kencyrath, a proud man was he. Power he had, and knowledge deeper than the Sea of Stars. A bargain he made with Perimal Darkling..." Very easy to put down.

David Self



Mike Daley's illustration for "The Fat Wizard" by Diana Wynne Jones from *Guardian Angels*.

Personal and political

Now I Know. By Aidan Chambers. Bodley Head £4.95 0 370 30773 9
The Morning of the Gods. By Edward Fenton. Julia MacRae Books £7.95 0 862 203 293 8
Where Nobody Sees. By James Watson. Gollancz £7.95 0 575 03977 9

Time was, it seemed, when you could not open a book on a juvenile list without being confronted by a struggle between the forces of Light and Dark which could be resolved only by the intervention of passing children. Alongside the flashiest what might be termed the Whingeing School of literature which explored at some length and repetitiously exactly what it is your mum and dad do to you. The lid appears to be closing on this particular box of tricks. The books reviewed here all advance the adventurous thesis that even a teenager has to accept some responsibility for the adult he or she will become and for the society in which they will live.

The heroine of Edward Fenton's *The Morning of the Gods* is much younger; this is a child's summer of growing up in a Greek village of the 1970s, under the Colonels' Junta. Carla, unable to come to terms with the death of her Greek-born mother, is sent from New York to stay with her relatives in the country to which her mother had refused to return until democracy was re-established. Again the story is apparently simple. Carla finds a friend, learns her place among her mother's family and eventually, notwithstanding a few minor setbacks, is able to find her way back to her mother and her mother's world.

experiment runs out of control; the discovery by an early morning jogger of a crucified youth in a scrap yard sets in train a plot of considerable complexity. That is to say, the plot itself is simple enough, the telling is tortuously complex, committed to the observations of several of the characters, shifting from the present to several pasts, employing devices in a determined effort at alienation.

Chambers echos the awful button-holing madness of the proselytizer bent on rendering down religious experience to the consistency of tinned porridge. He also risks entrusting his story to a hero and heroine who can be exasperatingly silly and to Tom, the young detective investigating the crucifixion, who is going to grow into the kind of cop you wouldn't want to find feeling your collar. It's an awkward, personal, unlikely book and, given its probable readership, rare in its absence of a narrator who insists that you are participating in a universal experience.

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The reader learns along with Carla to recognize the undercurrents in this political backwater, the whole novel being informed by an atmosphere of discovery. This civilized story is all the more convincing for its low-key narration and handsome, literate writing.

James Watson's *Where Nobody Sees* is, on the contrary, bustling with rage, disgust and rebellion. This is polemical with no apologies. The subject is the dumping of nuclear waste in a rural area where the population can be lured into accepting the violation of the countryside, and their rights to it, by the reiteration of the bromide "It will bring much-needed jobs to the area," which it does, along with armed guards, bent politicians, venal newspaper proprietors, assorted fascists and an epidemic of policemen. The main characters are activists, but we are far from the land where plucky English youngsters can defeat the forces of evil. Here whole populations are powerless.

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EXTRA

"The Hobbit" celebrates its 50th birthday

Tolkien's worlds

MARY HOFFMAN

There are few names in literature that divide people as reliably as J.R.R. Tolkien. When New Yorker Helene Hanft had to read and summarize *The Lord of the Rings* over one weekend, she charged her employer \$40 extra for "mental torture". But the equally hard-bitten W.H. Auden believed it to be "A masterpiece of its genre". Tolkien himself wrote:

The Lord of the Rings is one of those things if you don't, then you boot neatly exemplifying the arch humour that loses him so many readers. But the anti-Tolkien faction is not



Tolkien's own drawing of Mirkwood

limited to those who find him twee: indeed the major objection is that he is very sinister indeed. Jonathan Keates, writing about him in the *Observer* a few months ago, said "Within nearly all such modern simplifications of the fight between good and evil... is a foetid core of fascism", adding that it was the adult readers of Tolkien that worried him, not the children. This brought him a fair amount of mail of the "we hate him forever" variety from hobbit-fanciers.

The two teams are lining up for a commemorative match this year, which is the 50th anniversary of *The*

Hobbit's first publication. What makes them so unevenly matched is that the A-team have actually read their Tolkien, usually many times. While the B-side have often gazed at the unvarnished first chapter of *The Fellowship of the Ring* - eleven-year birthday party

and all - and don't know their Orcs from their Bilbo. Real Tolkien-addicts join the British Tolkien Society, whose activities range from ferociously scholarly sub-groups researching his invented languages to slightly dotty dressing up at the annual "Oxenmoor" party. As Jessica Yates says - she was Secretary of the society for four years and is a recognized specialist - "There is a 'fan'ish element. It's a phrase people go through, particularly when they first join." For her, it is a "literary-related hobby" which puts her in touch with like-minded people and enables her to

write about her subject at length. Many other members are similarly motivated, if their Journal "Mallorn" is a guide. It invites contributions of up to five thousand words in length and is obviously not short of them. They are certainly not all "fan"-ish. The current issue has an iconoclastic piece on the use and abuse of fantasy, which raps Tolkien very firmly over the knuckles for his approach to moral issues.

Perhaps more typical are the letters that current secretary Anne Haward gets written in Elvish, or queries like "Do Balinors have wings?" To answer these she finds Humphrey Carpenter's edition of Tolkien's letters an invaluable resource. In his life-time, the Professor, as members of the Society tend to refer to him, would have answered such questions himself. A reader who had spotted what he thought was a discrepancy in *The Hobbit* birthday customs in *The Lord of the Rings* sparked off a 3,000 word monograph on the subject.

This was the side of Tolkien that his academic colleagues at Oxford could not fathom. That the man who edited *Sir Gawain and the Green Knight* and was so prodigiously learned a Professor of Anglo-Saxon should fool about with made-up languages and stories, which he himself described as a "secret vice" and "unprofessional trifles".

In his excellent and readable biography of Tolkien, Humphrey Carpenter makes it clear that Tolkien was unable to complete any major work of scholarship on early English literature,

even though several were proposed and some even commissioned. This was certainly not a failure of talent. He was obsessive about accuracy and everything took him much longer than he estimated but that is a common and not blameworthy trait among dons. It was that his natural inclination led him more and more often back to the secondary world that he had created,



that grew out of the languages he began to invent in his teens.

The biography illuminates sympathetically the paradox of Tolkien's life. Here was an ordinary upper-middle class English man of letters going about his daily duties conscientiously, lecturing, tutoring, marking exam papers, bicycling between his suburban home and his rooms in an Oxford college, digging the garden and playing with his four children. But the inner imaginative life of this man was producing a three-volume epic, underpinned by a vast apparatus of invented history, geography, mythology and languages.

Strangest of all, this work made the Professor one of the best-known and most-read authors in the world and has spawned a sub genre of fantasy which, in its diluted form, lies behind every episode of *He-Man* and every new fighting fantasy book.

The posthumous publications, which Unwin Hyman produce so handsomely, seem to be legion. Christopher Tolkien has obviously not exhausted all his father's notebooks but there are five thick volumes of *The History of Middle Earth* and a sixth to follow in September, as well as the bulky *Silmarillion*. They seem to be devoted to reading for enthusiasts only, but they regularly make it into paperback. Unlike *The Hobbit* or *The Lord of the Rings*, or indeed the Letters, and the literary essays in *The Monsters and the Critics*, they lack the essential readability of Tolkien's best work, which takes all but the hostile reader quickly over any blemishes.

It is by the first four books that he must be judged as a writer. If you were lucky enough to read *The Lord of the Rings* before puberty, it will probably have made a lasting impression on you. The scope and richness and the power of individual incidents and images

ensure it. It also introduces you to types of narrative devices and symbols and archetypes that you meet again in other literature. It would have much the same impact on not particularly literary adult, as it has already encountered most of the motifs elsewhere.

If you have educated literary taste and come to Tolkien first as an adult, he will almost certainly irritate you. Even a well disposed re-reading, not nostalgia for the delight it awoke in ten-year-old self, doesn't blind me to defects of style. But the story survives intact away from the local details of text.

I liberal adults feel uneasy that "good" characters are tempted and sometimes fall, the evil ones, the Orcs, are apparently unassailable, much argument goes on about the Tolkien Society meetings. His walls clearly post-lapsarian but pre-emptive, which makes for an uncomfortable moral limbo for a Catholic writer. It is also clear that Tolkien didn't know what to do about women. In spite of his own romantic courtship or perhaps because of it, he did not write women as intellectual equals to whom friendship was possible. Tolkien's Oxford was an essentially male world and it is not surprising that *The Hobbit* contains no female characters.

There comes in *The Lord of the Rings* either high-born ladies or humble country wives. The only advanced woman, Lady Eowyn, significantly, accepts a proposal of marriage while words "I shall be a shieldmaiden no longer".

I don't believe for a minute that Tolkien was fascist. He was based, non-political, as the biography makes clear. And for a Middle Class (but wealthy) Englishman growing up in the early years of this century, "non-political" equals naturally conservative. But he fought in the trenches of France and knew the horrors of war. There are nasty violent incidents in *The Lord of the Rings*, but they are played out over as they are in *Rings*. If J.R.R. Tolkien were alive today, his political inclinations would probably be closest to the Green Party.

In his everyday life his largeness would be expressed as negativity, for example his rooted prejudice against French cookery. In his books, it is generously transformed into positive appreciations of the best English qualities as he saw them, after two World Wars - a strong sense of community, bravery in the face of immense danger, sociability, a love of trees both in culture and genealogical. And deep under all that, a longing for the individual transported into a condition greater than his own. It was a longing that Tolkien shared and he gave the best of his energies to satisfying it, not just for his readers but for himself.

50th anniversary edition of *The Hobbit* £7.95, paperback £2.50 Unwin Hyman
J.R.R. Tolkien: a biography by Humphrey Carpenter £4.95 Unwin Hyman
The three volumes of *The Lord of the Rings* are re-issued in hardback £9.95 each.

The open road

The Canary-Coloured Cart; One Family's Search for Storybook Europe. By Christina Hardyment. Heinemann £12.95, 0-434 31353 X.

Authors of travel books usually leave their families behind before setting out, but Christina Hardyment takes her four small daughters with her on a trip across mid-Europe, loosely arranged around a number of sites associated with classics of children's literature. Her title is borrowed from *The Wind in the Willows*, referring to the much-loved means of transport chosen by Toad for his particular adventures, and though the cart is here replaced by a Bedford Supreme motorhome the same enthusiasm remains.

So how did it all turn out? As any parent or teacher would predict, an expedition involving children is always hard work whatever the pleasure and this one is no exception. But wisely the author makes her family's occasional restlessness and disenchantment into a central part of her text, so winning readers' confidence when it comes to

believing in the more triumphant moments. And such moments there certainly were, whether high in the Harz mountains, 'low down in Hans Andersen's Denmark or half-way up Hamelin on the tracks of the original Pied Piper.

Nothing very remarkable happens otherwise; an encounter with an armed guard and his hound in gloomy Germany and a minor traffic accident in Switzerland hardly make for exciting page news. Yet this very absence of drama also enables the author to write fully and honestly about her experience of committed parenthood over two months, something she is equipped to do in a more than usual interesting way given her previous work on the history of children's work in Europe and well-informed comments based on previous wide reading about those various literary figures re-encountered from the author's brothers to Joanna Spyri who sometimes play an important part in many children's collective

Rosa Guy in London

A sense of purpose

CHRIS LEE

Sitting in the lounge of a London hotel, Rosa Guy is far removed from the poverty and degradation of the Harlem which is a background to many of her novels. Yet she, like her characters, is firmly rooted in her environment; she is a writer of the Western Hemisphere, of a civilization built on slavery where the white man was the oppressor and still retains that historical superiority.

The bitterness of this knowledge is further exacerbated by the American Experience: thousands of blacks poured into America, the land of the free, to make their fortunes and discovered that barriers, racial and otherwise, faced and in some cases defeated them. Some have raised themselves to the professional classes but even there their children find many options closed off. Too many others find themselves in the inner cities, where appalling housing, unrelenting poverty, police harassment and drugs take away self respect and hope.



Rosa cares passionately for the children of the inner cities without an outside agency or individual to provide impetus and hope, as the *Ansleys* do for Imamu in *And I Heard a Bird Sing*. She feels it an insult to expect the children to raise themselves above the ugliness of their environment, where survival does not allow time for dreams. She talks of the gentrification of Harlem: "Someone somewhere must have a plan," she says almost wistfully, "if not where do the real poor go when they are squeezed out of their homes?"

She does not write "confrontation" novels, preferring to entertain her readers with a mystery story, for example, while at the same time challenging them to rethink the prejudices that confine their lives and hopes. She feels that the time for confrontation, particularly the violence of the sixties, has passed and what is now needed is a radical rethinking - possibly a new movement. She has no easy answers to offer, but instead, through her writing, attempts to raise awareness of the issues involved, thereby leading to the creation of an environment in which change is possible.

Rosa Guy does not like to be categorized: she is writing for people about people. She is neither a black, American nor feminist writer - she is a writer and does not find it an easy task, although the result appears effortless. In the same sense that her books have a certain timelessness, she would like her writing to be timeless, to be remembered like *Andersen's* and *Dickens*, although with customary humour she tells of her horror when after a

meeting a teacher came up, greeted her and told her how much as a young adult she had enjoyed Rosa Guy's books. "I felt so old", she cries.

She is here to promote two new titles, *And I Heard a Bird Sing* (from Gollancz) and *My Love My Love or The Peasant Girl*, a Virago Upstart. Though very different, they share a similar theme.

Initially *My Love My Love or The Peasant Girl* seems a world away from Harlem, set as it is on the Jewel of the Antilles, a lush Caribbean island. Desiree is confined by her environment, a peasant community subject to the wishes of the Gods, yet Desiree has dreams, yearnings that she cannot identify but encapsulates in the butterflies (Papillons) which she captures and then releases to carry her wishes who knows where. Then a chance incident gives her an opportunity to satisfy her yearnings. She is first on the scene after an accident and rescues Daniel Beauchomme, who becomes the focus of her desires (defying all established taboos of race, class and colour) as she promises to the Goddess of Love Erzulie to care for him until he is well or until he crosses to Nan Guine.

However, rich town dwellers do not remain in peasant communities. Daniel is removed to the town where the wealthy conform to money and status rather than the Gods. Desiree is convinced that Daniel needs her and begins a long and arduous journey to the town where she is reunited with him and for a short time her yearnings are satisfied. Yet, as in the tale it is based upon, Hans Christian Andersen's *The Little Mermaid*, there is an inevitably tragic conclusion.

Need and love are central to Rosa Guy's writing; she feels that Imamu and his mother are saved by the fact that they love and need each other, whereas Desiree's need for Daniel is not reciprocated and therein lies part of the tragedy.

It is a timeless fantasy concerned with the unknown desire of a young girl just after puberty, but as with all this author's stories there are deeper issues running through. Can you change simply by moving away from your environment or does its conditioning remain with you? Desiree has a sense of purpose, just as Imamu Jones, but is she really true to herself? In this book Rosa Guy is concerned, as always, with the emotions that result from events happening at a particular moment and how they affect the protagonists.

And I Heard a Bird Sing started life as *The Grand Deception*. It chronicles the further story of Imamu Jones in a third book about him. For Imamu life seems to be going well: he has a job with a man he likes and respects, his mother is keeping away from alcohol and they have settled into the Brooklyn apartment. However, when an accident of time, and his own sense of honour regarding a promise, embroils Imamu in a murder inquiry he finds that the carefully acquired layers of achievement are scraped away. The intervention of his old adversary Detective Otis Brown brings the tension, and Imamu is faced with his grand decision to walk away when James Gleener, a white racist, is arrested on charges of fraud and is likely to take the blame for the murder of Margaret Muldoon? Imamu's personal confrontation can be paralleled with his mother's emergence from the prison of her own degradation to a place in which she can "hear the birds sing".

Both titles are a reflection of the author's deep concern with her themes and they share a truth that cannot be denied: Young people will respond with honesty when faced with the same, and Rosa Guy is very honest with herself and her readers - be they young or old.

EXTRA

Through teenage eyes

All We Know. By Simon French. Angus and Robertson £5.95, 0 207 15339 0.
Tough Luck. By Berlie Doherty. Hamish Hamilton £6.95, 0 241 12016 0.
A Bottled Cherry Angel. By Jean Ure. Hutchinson £5.95, 0 09 16528 4.

So many teenlit adults are depressingly frozen into reactionary postures, insensitive to the shifting needs of the young. Parents and teachers make a bit of a comeback in these three novels, concerned to differing degrees with emergence into adolescence. These adults are very much alive, often funny, in touch with their kids and idiosyncratic without being tediously zany (another teenlit cliché).

We see things in Simon French's *All We Know* through the eyes of 12-year-old Arkie. Or rather, through her eyes, through her mind's eye and through the viewfinder of an old Voigtlander camera given to Arkie by her stepfather, Michael. The camera is important, for this Australian novel is about recording, and looking hard at what, as it were, develops and gets fixed. The text has an unusually generous sweep (some 250 pages) in which we can, reflectively, watch Arkie watching others. With a growing clarity, she watches her mother, still full of energy, music and humour, living contentedly with Michael - both hard-working, compassionate teachers.

Arkie's younger brother Jo (a subtle portrait of an eight-year-old, this is still a bed-wetter, needing the affection which Michael (himself the victim of an unhappy childhood) perceptively and delicately provides. Then there's Ian, Arkie's own age but Jo's friend, also claiming Michael for himself since

his mum is an alcoholic and his dad unknown. Simon French interweaves the narrative with occasional italicised observations from Arkie's inner eye. As she records, she looks increasingly outward, away from the preoccupations of self. This novel's readers should find many satisfactions, though they will need to enjoy the leisurely pace the length allows and yet be not too old to empathize with a central character of Arkie's age.

Berlie Doherty's *Tough Luck* grew out of a spell as writer-in-residence with Form 3F in a northern comprehensive. She also refuses to make her readers easy on adolescence, though if you weren't a teacher, you might think the sour Mr Brown (Maths) a bit overdrawn, and the sympathetic Miss Peters (English) really deserves more than she gets when she says to a bunch of 3rd Years "late on Thursday afternoon", "I want you to write about a nuclear holocaust" ("They do that in the 5th Year," says one malcontent).

Her cast also includes a couple of sympathetic lively kids, along with Twagger (= sciver in Yorkshire patois) and Nasim, a Pakistani girl sent to what, as it were, develops and gets fixed. The text has an unusually generous sweep (some 250 pages) in which we can, reflectively, watch Arkie watching others. With a growing clarity, she watches her mother, still full of energy, music and humour, living contentedly with Michael - both hard-working, compassionate teachers.

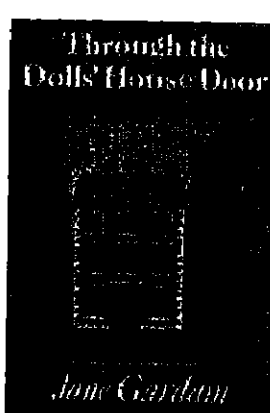
Arkie's younger brother Jo (a subtle portrait of an eight-year-old, this is still a bed-wetter, needing the affection which Michael (himself the victim of an unhappy childhood) perceptively and delicately provides. Then there's Ian, Arkie's own age but Jo's friend, also claiming Michael for himself since

A Bottled Cherry Angel (say it quickly, giddit? In Italian?) may perhaps reach a less extensive readership, but the right reader could well find it memorable. Such a reader will enjoy the kinds of sustained flights of imagination in which the central character, Midge, engages. Midge is a first year at an all-girls school and finds her friends deserting her one by one. She suffers the humiliating who's-in, who's-out agonies which have to be endured at that age (invitations to parties, choices of where you sit in class, laughter-behind-the-hand stuff). At home, Midge is still playing elaborate games of school in her bedroom with her dolls and reading *Peter Pan*. She finds boys utterly uninteresting until she is befriended by a rather ragged lad in the park one day, who has a mysterious facility for appearing and disappearing when trouble occurs. First the reader, and eventually Midge, realizes that this is P. Pan himself, a kind of spectral extension of Midge's state of mind.

During the novel, Midge/Wendy grows too old for the self-centred world and finds wider perspectives (like Sean French's Arkie) - though not without some wistful backward glances. She doesn't grow up too fast and is, for example, exceptionally flattered to be used as a model by A-level artist, hockey-playing prefect Stovey. It's a sign of the way things are going when boy-next-door Damian (it is a bit m-c) loses his repulsiveness in Midge's eyes and she decides to go round to help him with his puppet theatre. The Peter business was a little contrived for me, but then I'm not an emerging adolescent.

Geoff Fox

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Tough Luck is the result of a term spent by Berlie Doherty as writer-in-residence at a Dorchester Comprehensive School.

£6.95

hamish hamilton children's books

Cats' tales

Ample proof here, if any were needed, of the supreme versatility of the cat, and the fascination it exercises over humans. One aspect of this fascination is what the cat gets up to out of the sight of human eyes, and usually undiscovered. In Fred, by Posy Simmonds (Cape, £5.95) Fred's small owners had thought his only claim to fame was his penchant for sleeping all day in the most unlikely places, but on the evening of the day they dolefully bury him in the back garden, they discover all the neighbourhood cats gathered for a Victorian-style memorial service. Fred of nights had been a famous pop-star! Told in flowing cartoon format, and crammed with loving and witty detail, this book is a winner.

No fantasy in Abigail Pizer's *Harry's Night Out* (Macmillan, £5.50), which is a simply-told story that enables young children to imagine what their cat might get up to. They accompany Harry on his nocturnal adventures (illustrated in ghostly blue wash) and share his encounters with fox, owl and hedgehog before he slips back home. He is of course fast asleep on his mistress's bed when she awakes.

Patch the Pirate Cat by Andrew Martyn and Paula Lawford (Hamish Hamilton, £5.95) is about the only scruffy member of the smartest nine crew in all the Seven Seas. The last straw for the Captain is the discovery of Patch in a dustbin, and he decrees a BATH. The hilarious chase and capture which follows is delightfully conveyed by the imaginatively laid-out humorous illustrations, as Patch is chased all over the ship by the crew.

captured by a cunning trick, and well-scrubbed. But guess where Patch is while the crew celebrate their victory — back in the dustbin!

Fred's Garden by Linda M Jennings (Hodder and Stoughton, £6.95) is the tale of another resourceful feline, who decides that a cat-hating gardener is not going to turn him out of the beautiful grounds he has decided will be his new home. A dual chase here, as Fred masterfully hides in all sorts of unusual places while trying to track down an egg-stealing rat, with the illustrations by Martin Ursell bringing the garden's perfection to life and children will get additional pleasure in spotting Fred's disguises.

Minou, by Mindy Bingham (Faber, £5.95) is about a cosseted Persian Siamese, who has to learn independence when her mistress dies. How she does so is told against a careful backwash of London street scenes in Itoko Maeno's illustrations. This American import is designed to help start little girls thinking about women's place in society, and also to teach readers something about Paris. The rather portentous notes at the back overweight the story, though some teachers might find them useful.

The feline heroines of *Chloë and Maude* (Methuen, £5.95) are best friends. Three deceptively simple and wholly effective little tales by Sandra Boynton, buoyantly illustrated by her, show them interacting with each other in a way which all little girls will identify — and some little boys too!

In *Kitt and the Magic Kite* by Helen Cooper (Hamish Hamilton, £6.50) the Kite gives Kitt a chance to try his paw at being an alley cat, a wild cat, a witch's cat — but Kitt discovers that, after all, he's more comfortable back home, where he can boast about his exploits to his unbelieving friends. The illustrations are charming, if slightly static, in brownish colours.

Four books now for children who have learned to read, want to try small books of their own. The *Wild Story* about Horatio, Hodder and Stoughton, £4.50, the travelling cat with the big paws, sees him at the seaside, having his fortune told, joining in a Punch and Judy show, trying the better shelter — an agreeably humorous tale. In the fourth book about the Railway Cat, Alfie, (The Railway Cat and the Horse by Phyllis Arkle, Hodder and Stoughton, £4.95) he helps to foil the theft of a valuable rocking horse while keeping his usual eye on the station at the same time. Mr Jenkins the Cat (by Claire Lytton, Hodder and Stoughton, £4.95) is quite different — he has a talent for getting himself into any situation, like sitting in a flower bed to see if he'll grow more beautiful, which causes much hilarity to his human family.

All good workmanlike tales, these, but in the welcome re-issue of Philip Pearce's *Mrs Cockle's Cat* (Viking Kestrel, £5.95) the story of the old hallom woman and her cat Peter who loves her dearly but loves fish more, one really sees true story-telling at work.

Jenny Marshall



Sophie and Nick join Fred's friends for a memorial service. (Fred by Posy Simmonds)

Witches' brew

The word "witch" derives from the Old English "wicca" (male witch) and "wicce" (female witch). It was not until the middle ages that the word became associated with women who were singled out for persecution. Herein lies fertile soil for feminists. Still, they would not take exception to the coven of witches in this collection.

All these books are about magic except *Ridder and the Witches* (Methuen, £5.50). Tord Nygren has written a traditional story, with three sons, the two eldest envious and canny, the youngest good and gifted. It is he who wins the hand of the princess

by tricking the witches into restoring the goat, the lamp and the waistcoat to the royal family. The text is clear and direct, enriched by the warmth of the illustrations. These vividly contrast the wickedly convoluted art-deco cottage with the bright clear lines of the royal house. The king and queen are comfortable democratic farming stock raised by light and fertility, the witches elegantly evil. The story has the happy inevitability of a fairy tale.

Louhi (Hodder and Stoughton, £4.50) is a Louhi of North Farm (Julia MacRae Books, £6.25) is also about contrasts: the white ordered world and the black chaos of night. A book about time, it starts with the stillness of winter and ends with the vibrancy of summer. Toni de Gerez's version of a story from Finland's epic poem the Kalevala is simply told. The text has the Biblical dignity of a prose poem urging the narrative forward in a measured beat. The "everyday" morning in Louhi's home bedroom moves into the world of eternal truths as the witch skis off into the air to find Vainamoinen "the Great Singer" whose music draws the creatures of the forest. Her metamorphosis into an eagle is hark and powerful as befits her theft of the sun and the moon. When she restores them, and order, to the world she appropriately becomes a little dove.

A collection of seven *Witch Stories for Bedtime* (Hutchinson, £4.99) brings together all the usual witchcraft conventions of broomsticks, familiars and spells. What is left out is imaginative involvement. The plots are slight and predictable and the writing, albeit by six different authors, is pedestrian. If the artist brings unity to the anthology it is his detriment. The witches are not easily distinguishable one from the other and the children blandly interchangeable.

The *Witches who Came to Lark* by Philip Steele in which the illustrations take on the role of the text and humour to match the fun of the tale; a bewildered fisherman is invaded by two malevolent witches and their beautiful niece. He turns the tables on them, changing one to a porcupine, the second to a gull and causing the third to love him forever.

In *Fanny Witch and the Thunder Lizard* (Hodder and Stoughton, £4.50) the village is devastated by the benign vegetarian dinosaur conjured up by Fanny. He has more charisma than the scary witch or the luckless innkeeper thanks to the economist and sensitive line drawings of Annabel Spencer. She confers on him the quality of bewilderment, especially when he wears the hat as an overcoat. However, order is arbitrarily restored by the wave of the wand and the beast too conveniently turned into stone.

There is nothing predictable in the hilarious antics of *The Witch VP* (Collins, £4.95). Margaret Stuart Barry has made her a kind of Mary Brother hag with a maniacal gleam in her eye. In true Dickensian tradition she wreaks havoc on adult pretensions in the persons of Lady Foxglove, Mr Lurnum the teacher and the antique dealer who "creaky-crawled".

The *Witch and her cronies* play as many inventive pranks with their spells as the author does with the language. In the joy of sheer inventiveness, word play and spells abound: clichés are turned on their heads as is our eponymous heroine on the cover. Her magic goes awry. The money familiar is evoked in the interplay between drawings and text. We have a compelling invitation to read the other four books in the series.

If you add *Meg and Mog* (two volumes, including the latest, *Mog's Best*, Heinemann, £4.95) to this collection, you will have a delightful set of witches to save for Halloween or full of laughter and tears, safely and imaginatively.

EXTRA

Peter's new colours



Charlotte Voeke has matched witty illustrations to David Lloyd's retelling of *The Ridiculous Story of Gammar Gorton's Needle* (Walker Books £7.95). Based on the sixteenth century comedy of the same name it preserves all the rustic humour of the original and is a handsome book in its own right.

Making wishes

Dreams, daydreams (not quite the same thing), wishes (to fly, to be invisible, to have a friend, to taste the midnight, to win — quite a few others), a dash of the old magic, not performed with wires or lasers — these, more or less, are the themes that bring together these diverse picture books. What goes on in the mind of a six-year-old? First of all, what goes into it. Even that takes a few sea-changes on the way. But artists haven't the whole responsibility; words, however few, can make lasting impact. All too often, words or pictures, one downgrades the other.

Handdog by Graham Round (Hutchinson, £3.95) unpretentious (and not too expensive either) does match the two fairly, even admirably. Handdog, with his mournful eyes and drooping ears, is a dog who longs for a friend. Note the table forlornly set for two; where he sits alone. At last, by building himself a boat out of attic junk, by surviving storm and shipwreck too, he finds just what he seeks. Sadness and sadness mended, action, comedy, practical detail, all these things are reflected in the vivid, serious water colours and brief sufficient text.

The wish in Michelle Cartledge's *A House for Lily Mouse* (Methuen £4.95) should appeal to all young children who make a secret home under tables, in cupboards — wherever. Lily Mouse must leave her house; where can she go? Old teapot, boot and empty tins are occupied. "A mouse can do anything when she puts her mind to it," says cheerful Albert Mouse, and he shows her how to make a house, underground. A pretty book, this, in the appealing Cartledge style: line pen, fondant colours, clean white ground. True, away from her usual miniatures (mouse is mouse-size) the artist seems to have doubtful thoughts on filling in the larger outlines, but nothing to worry about. Don't forget *Tilly's House* (by Faith Jaques) as a further read on this theme.

William Steig's unfailing spark of brilliance extends to his use of words — throw in too his fund of quirky invention. *Solomon the Rusty Nail* (Collins £5.95) is a fair enough example of mid-Steig. Who else could make us accept the preposterous story of a rabbit, ordinary in every other way, who can turn himself into a rusty nail at will? (We are told exactly how.) Good fun is had — until a clever fox spots the trick. "Neat!" he says, and shuts the nail in a very small cage. Now solve that Steig does, of course: You can learn from him all the time.

Wordless picture books: yes or no? Artist's challenge or artist's indulgence? Each book, I suppose, must go on its merits, and the chance of an articulate adult around. *The Angel and the Soldier Boy* by Peter Collington (Methuen £5.95) is wordless, but there is a brief plot outline on the back cover, and the plot, I have to say, is fascinating. A little girl's pillow toys are a soldier boy and a child-angel, each no bigger than a finger. As she sleeps, a pirate from a picture book shines up the electric flex and raids the piggy-bank — one whole pound coin, heavy and huge. Soldier boy is taken prisoner; angel picks up the sword and goes to the rescue. The pictures, very exact, in pale clear colours, thrillingly demonstrate size and smugness, how do you manage the cliffs and gulls of a dream, of course, not a

The World of Peter Rabbit By Beatrix Potter. 23 "original and authorized editions" in a flip-top decorated box. Frederick Warne & Co. £64.25 0 7232 5162 2.
That Naughty Rabbit: Beatrix Potter and Peter Rabbit By Judy Taylor. F Warne & Co. £8.95 0 7232 3442 6

With much self-congratulation and with many endorsements from the great and good, Frederick Warne has resuscitated Beatrix Potter. Or, at least, Penguin Books who bought Warne in 1983 for the sake of the Potter copyrights, have fulfilled a pledge to do something about the evanescent artistry of their multi-million-pound acquisition.

The story up to now is as follows. The 23 books in the box under review were first published between 1901 and 1930. They make up what most people think of as the canon of Beatrix Potter's work, and although some were first published in unusual formats they have long been incorporated into the standard series that was first devised for their great progenitor *The Tale of Peter Rabbit*.

Now while it is true that several books were chiefly illustrated in black and white, the public probably think of Beatrix Potter first as a country lady who was adept with water colours. From the first sight of *Peter Rabbit* — ears and paws outside the sheets of his sick-bed — to the mélange of pictures in the late nursery-rhyme books, the coloured images are what have most impressed; and the coloured images have also proved most vulnerable to printing failures. Beatrix Potter's illustrations were all first printed in three colours (yellow, blue, red, but no black) from metal blocks which had

been photomechanically prepared to give a close representation of her original water colours. In the nature of things however, photographers and printers become careless, blocks wear out, so that, over the years, the colour plates steadily deteriorated, the images matching their originals ever more faintly.

The achievement of Warne/Penguin has been to return to Beatrix Potter's original art-work, re-photograph it, and incorporate new plates into this crisp, handsomely bound reissue of "the canon". Facing a fearful sequence of technical difficulties (many attendant upon the deterioration of the water colours themselves) the publishers have striven to reproduce as exactly as possible their artist's intentions and to establish once for all a definitive set of editions — the copy-right for which will, of course, remain with them even after the works enter the public domain in 1994.

It has been an honourable, and expensive, undertaking and the results compare very favourably with the often wayward reproductions that figured in post-war editions of the books. Many pictures now emerge with a spirited freshness (even though, perversely, the lithographic printing and the dead white paper do less than justice to the black and white drawings). How far the plates measure up to the author's intentions however is less easy to assess. For although I have made no comparisons with the original drawings, I have been able to compare all the 23 books with their first editions (all of which were supervised by Beatrix Potter) and the new "authorized" series often falls short of the standards established there. Time and again plates appear to be too lightly tinted so that detail is lost (Lakeland landscapes

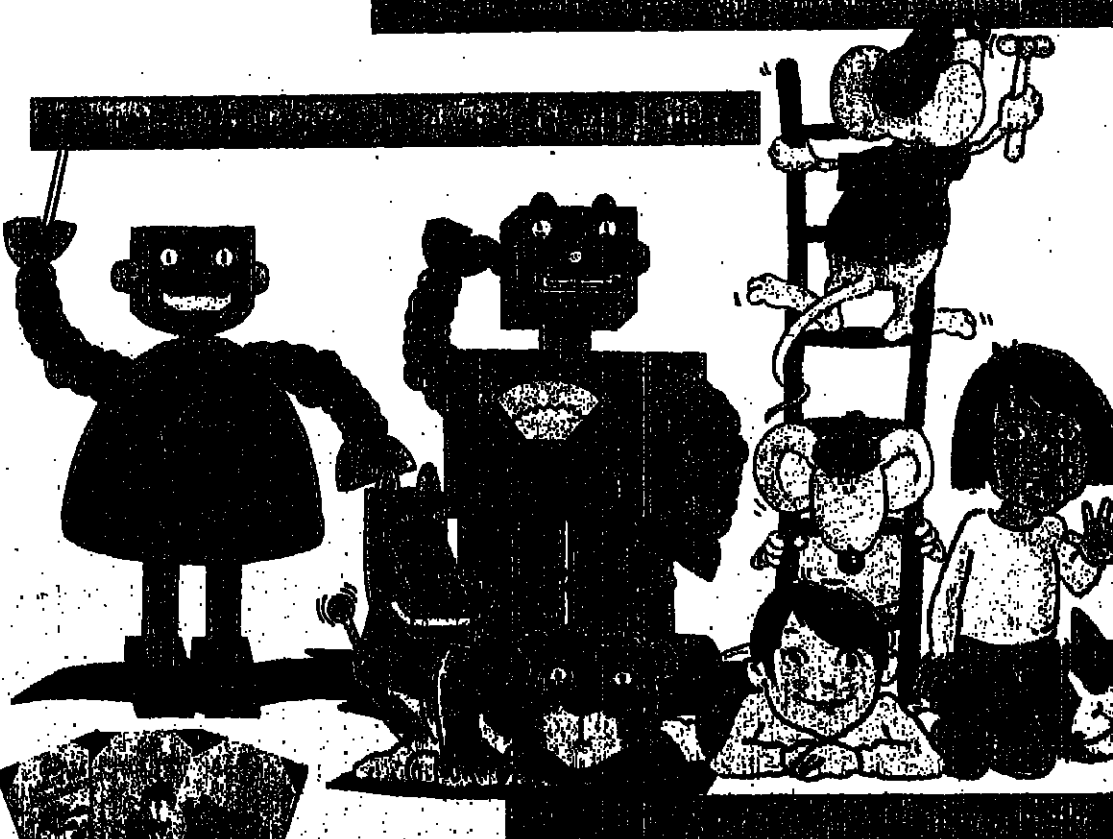
are a blur; peeping faces fade into the background) or natural appearances alter (blackbirds look like thrushes; bluebells turn mauve). In addition there has been a regular move to enlarge the pictures — which may, in fact, bring them closer to their original size, but which causes them to swamp the books' small pages (nor does poor positioning on the page help here).

Even so, as Judy Taylor points out in *That Naughty Rabbit*, much technical skill and much affectionate care have gone into this huge project, and one can only be grateful that, for a few more years, these wonderful books will continue as the foremost representation of their author in the unpiratical British Isles. In other respects however, *That Naughty Rabbit* is disappointing. For although skill and affection abide here too, they do not much advance our knowledge of *Peter Rabbit* "as a publishing phenomenon" beyond what has often been said before.

Judy Taylor tells the story well (it is surely impossible not to do so); she provides some stunning illustrations; but she has little to tell us about such worthy matters as the book's relation to the children's books of its time, or, indeed, to the later developments of the "Peter Rabbit" saga. She is frustratingly brief about the complex matter of translations and piracies, and she is not altogether dispassionate about these new reprints. Few people know more than she about both Beatrix Potter and the publishing industry; it is a pity that she has not used her gifts to extend known facts rather than to reiterate them.

Brian Alderson

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EXTRA

Terry Jones - writer

New-minted fairy tales

Terry Jones was standing in the hall at Southwark Park School, South London, waiting for his audience. He was impressed with the enthusiasm and directness of the children ("I had about 50 users to show me up the stairs"). He didn't bother to mention that he had flown back from the Cannes Film Festival the previous day to keep this appointment. Astrid Grant and Jonathan Gamber, teachers at the school and organizers of their Book Week, had been touched that he had phoned them to check that the school had not forgotten that he was coming. In fact, Terry Jones and Bernard Ashley, both local authors, were to be the focus of a successful week, the culmination of much preparation involving jacket design, book making, book buying, story telling and, of course, reading.

First Terry read to the infants from his *Fairy Tales*. This is a volume of original, inventive stories about monsters, kings, a cake-horse, a flying tiger, a ship of bones, a medieval cleverstick who sells his soul to the Devil, only to discover that the Devil One is a fool - and many other strange and wonderful creatures. The book came about because its author couldn't find suitable fairy tales to read to his small daughter in the late seventies. Grimm seemed to live up to his name all too thoroughly: the classic scene where Snow White's stepmother is forced to dance to her death in iron shoes was the last straw. The stories came easily, two a day for a week and then only a little more slowly. They were "just waiting to come out". The children of Southwark Park listened intently, some gradually closing in on Terry Jones as he read and held up Michael Foreman's illustrations.

A short break, and then in came the juniors. They were treated to a description of the process of getting a book published and then a reading from *The Saga of Erik the Viking*. Terry Jones' second book for children, written for his son. This isn't really a close relative of the ancient Norse sagas, which Terry finds lacking in humour and fantasy, quite unlike *Erik*. Terry Jones is a serious (but not solemn) medievalist. He has written a respected book on Chaucer's Knight and at his spacious home in Camberwell there is a filing cabinet stuffed with material which didn't get into that

HEATHER NEILL

book. He talks enthusiastically of the exact location of the original Tabard Inn (near the brothels) and of attitudes to women at the court of Richard II. Serious research doesn't play much of a part in his children's books, though they have a medieval feel. The exception is *Nicobobinus* (newly available in

is unfortunately partially turned to gold, and his resourceful friend Rosie have many hair-raising adventures in search of a cure for gold fever.) At the end he went back planting seeds, belatedly, for the denouement and then concluded by under-cutting the lot with the narrator saying "I'm afraid I just made it up" in the last paragraph. Children seem to find this lurching, convoluted story quite satisfying, however, and as usual adults are left



Terry Jones with friends at Southwark Park School.

paperback) where he includes some practical monks based on a real-life order and where care has been taken to get the ship - crucial to the story - correct according to a Renaissance design.

Nicobobinus, he says disarmingly, a cheat. The tale grew wilder and wilder, event following outrageous event, until he found extraction from the plot all-but impossible. (The plot is beyond description: suffice it to say that *Nicobobinus*, a Venetian lad who

wondering at the extravagance of the invention. Terry Jones is many things - a film maker (most recently, *Personal Services* and, soon, *Erik the Viking*), ex-Python comic, scholar and tale-spinner. His stories combine the brilliant comic unexpectedness of his showbiz career with a gift for understanding his young audience.

All Terry Jones' books are now available in Puffin.

And How

How's Business. By Alison Prince. Marlyle Main Books/André Deutsch £5.95. 0 233 980385.

Like many a title *How's Business* is a play on words. How being short for Howard, a resourceful young evacuee from London whose hobby of buying and selling odds and ends strengthens his hand in a dramatic quest to find his mother in the far-away blitz. But what the book is really about is the structure - which isn't surprising since Alison Prince had 21 collaborators in invention, children from Horling Brown's Primary School in Lincolnshire who participated with her in a local Arts Association scheme. The result is a breathless read for juniors where everything ends up working out pat. Typical children's committee decisions which steal the emphasis from some fine emotive writing where the development of relationships, an adult art, should have had more space.

Parables with *Gaffer Samson's Luck* are unfortunate: a dug-up piece of Fen back to hold, an outsider girl to befriend, and a trial to join the local gang. But the home can be seen in the catbird; many brilliant evocative moments throw up like treasures and one powerful scene when Howard faces himself along his bombed street to find the gap where his house (and his mother) should have been. Historical research, character invention and the plotting provided education for the child authors: but the real writing, "stringing the actual words together" is Alison Prince's alone; a private hold kept on her own business. And quite right, too; it's just a pity she didn't manage to hold on to more.

Bernard Ashley

Fantasy worlds

The Ice Bear. By Betty Levin. Julia MacRae £7.95. 0 80203 320 9. *The Woman who Loved Reindeer*. By Meredith Ann Pierce. Hodder & Stoughton £7.95. 0 340 40946 0. *The Troy Game*. By Jean Morris. Bodley Head £6.95. 0 370 30759 3. *The Devil finds work*. By Roger J Green. Oxford University Press £7.95. 0 19 271556 9.

The differences between the "children's fantasy" and the "Young Adult Fantasy" are more precisely defined in the USA for marketing reasons. A "children's fantasy" can be written for children and enjoyed by adults, but the "Young Adult Fantasy", while still employing the conventions of children's literature in its relatively simple text and concentration on narrative, can feature older teenagers as its central characters in love (even making love), and explores the politics and religion of the fantasy world in more detail than under-12s would wish. Although marketed in the States as YA Fantasy, selling to teenage and adult readers alike, in Britain they are published as children's books, and may not reach their full readership unless they are paperbacked on adult lists, as has happened with Robin McKinley's *The Blue Sword* and Jane Yolen's *Dragon's Blood*.

Here are four books exemplifying the differences between "children's" and "teenage" fantasy. Julia MacRae, who already publishes McKinley and Yolen, now brings us *The Ice Bear*, in a William Morris-type setting akin to medieval Scandinavia. In a small kingdom the king has been absent for a while and an ambitious lord schemes to usurp him. A giant bear, a gift to the king, is killed with his keeper in a trumped-up trial because the bear killed game in the royal forest and the lord wants to defy the king publicly.

Our young hero Wat saves the bear's cub and escapes with the keeper's daughter. They train the bear and join a troupe of players. Wat aims to win the king's favour, if he returns, by giving him the bear. The girl wishes instead to take the bear to her own country in the far north.

These two children must learn to live in hiding, to follow the turns of politics, and to compromise with one another's wishes. Although a "children's book", it needs mature readers who have already enjoyed *The Hobbit* and accept the convention of an alternate world and its medieval culture.

Also American is *The Woman who Loved Reindeer*, which is properly for teenagers and adult lovers of the genre. Meredith Ann Pierce is known here for *The Dark Angel*, a fantasy which was criticized for its literary debts and sold poorly, so that its better sequel, *A Gathering of Gargoyles*, has not been published over here. Wisely Pierce postponed completing the trilogy and wrote instead this fantasy set on a different world where she could, more originally, draw on the culture of the Lapp people, the geography of Iceland.

The heroine, Caribou, is secretly given the baby born to her brother's sister who took a lover. Later Caribou learns that the baby's father was a stag who took human form. The child, named Reindeer, grows quickly to a youth who can also become a stag. Caribou has the reputation of a wise woman, and her tribe beg her to

explain the sudden earthquakes and poisonous gases in the air. She journeys to the underground powers to ask why they are "turning the earth", and then leads the tribes across the Southern Pole to new territory.

The magic stag guides her and pulls her sledge; they become lovers when he takes a man's form and, in a reprisal of the opening, he leaves her pregnant with his child, though this time he has experienced love and sorrow and they may be reunited. This is a satisfying romance for lovers of the genre.

The Troy Game, by the British author Jean Morris, is also, I think, on the teen-to-adult side of the dividing line, though Bodley Head have published it as a children's hardback instead of a teenage paperback. Jean Morris is known to connoisseurs for her subtle fantasies set in the past, *The Dunkey's Crusade* and *The Song under the Water*.

In a period which one assumes is Britain after the Romans left, Bran-buck, a chieftain's younger son, is sent by a village elder or priest with an urgent message for the hall of his Order, a place which cannot be reached by straightforward travel. Joined by his cousin Eilian who has a good knowledge of minor spells, Bran-buck finds his way with his "bob", a brooch on a thong which works like a divining rod. He discovers that they are following the spiral path of a troy-game around first one, then another coiling circle. The troy seems to be laid over the landscape, and possibly inherent in the land itself.

Time is short because "easterners" are invading, and the elders have an ultimate weapon - the anger of the land - to be summoned by ritual sacrifice. The climax is chilling, and brilliant. I had not thought that the plundering of Celtic and Old English folklore by Alan Garner, Susan Cooper *et al.*, that a writer could use the motif of the Wild Hunt again, and so successfully. One reviewer suggested that the climactic destruction symbolizes nuclear war, a valid point, though after the Hunt has passed most people are still alive and the land still fertile. With the numerous interminglings between natives and invaders, and brief allusions to "the troubles" as though determined not to look back, a solution to another contemporary political situation seems implied as well. This is an extremely subtle book, good for several readings.

The three books reviewed so far are in the hands of the publishers' care to recreate a consistent fantasy world in a period setting, described in elegant prose. One can hardly mention *The Devil Finds Work* in the same breath, as the amateurish, redundant writing holds up enjoyment of the story. This is a pity in a book otherwise rich in local colour, dialect and period details. It is the third in a series which began with *The Fear of Samuel Walton* and *The Lengthening Shadow*, all based on the legend of the Bow Cross of Binkwell in the 19th century. Roger J Green, who wrote the Cross, a source of evil power, and portrays the hellfire Lord Blackwood who becomes obsessed with witchcraft. I found the occultism and scatology unpleasant, while the repetitive style will probably deter its likely audience, reluctant boy readers who would reject the demands, and miss the rewards, of *The Ice Bear* and *The Troy Game*.

Jessica Yates

Moonlight

The Children's Books of Mary (Belson) by Marjorie Moon. St Paul's Bibliographies £30. 0906795443. *John Harris's Books for Youth 1801-1843: a Check-Lat*. St Paul's Bibliographies £25. 090679546 X.

It is difficult to overestimate the value of these superb bibliographical studies. While *The Children's Books of Mary (Belson)* might appear a slight volume, its pages are packed with detailed and fascinating descriptions of some of the most loved and well-thumbed of early 19th-century children's books, from the juvenile *Adventures of Thomas Two-Shoes* to the

You can't but be charmed by a writer who chooses *The Mice and their Pies* as the title for her first "moral tale" for children and proceeds to explain "What is mutton?" or "Pork and beef" through rhymes, in *Simple Truths in Verse*. The re-issuing of *John Harris's Books for Youth*, together with this Supplement is equally welcome. This provides a comprehensive account of the output of John Newbery's successor and his impact on the growing children's book trade. Marjorie Moon's thorough delving in public and private collections provides a sound base from which to reacquaint the world of nineteenth-century children's publishing.

Margaret Kinnell

Craft, Design & Technology

Heads of Department

NEWHAM LONDON BOROUGH OF NEWHAM EAST LONDON COMMUNITY SCHOOL Hilders Road, London E14 4NP. Head Teacher: Mr. C. G. Holmes. Number on roll: 850 Mixed. **HEAD OF CRAFT DESIGN & TECHNOLOGY** Scale 3. Required September 1987 or as soon as possible. A well qualified experienced teacher capable of working with a variety of materials. A flexible attitude to CDT is necessary as the department operates a design-based approach to the subject. The subject is taught throughout the school and up to external examination level. London Allowance £1,215 plus Social Priority Schools Allowance. Application forms/further particulars (s.e.e. please) available from the Director of Education to whom completed forms should be returned by 15 June 1987. Education Offices, 379/383 High Street Stratford. An Equal Opportunity Authority. (05555) 132115

WIRRAL METROPOLITAN BOROUGH OF WIRRAL ST. MARY'S COLLEGE Wallasey Village, Wallasey, Wirral. Group 13, 11-18 R.C. Comprehensive. Large Sixth Form. Required for January, 1988 Scale 4 Head of Design. Applications are invited from specialist teachers of CDT to lead the department and to establish an integrated faculty of Design. London Allowance £1,215 plus Social Priority Schools Allowance. Application forms/further particulars (s.e.e. please) available from the Director of Education to whom completed forms should be returned by 15 June 1987. Education Offices, 379/383 High Street Stratford. An Equal Opportunity Authority. (05555) 132115

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BUCKINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT LEON SCHOOL, Leon Road, Northfleet, Kent DA1 1QE. Required for September 1987. A well qualified teacher of CDT. Scale 3. An opportunity for a teacher to develop Design and Technology within the Technical Education Department/Creative Arts Faculty. Good facilities with 5 workshops and a Graphics Communication Room within the Department. The successful candidate will have an interest in forming and developing a CDT Module in Technology. Fringe Allowance. Pleasant site on outskirts of Northfleet with easy access to London and Kent Coast. Applications to the Headmaster by letter with names of two referees. Possibility of help with temporary housing in approved cases. 132

SECONDARY ENGLISH

continued

BURY
METROPOLITAN
BOROUGH OF BURY
AN EQUAL OPPORTUNITY
EMPLOYER
EDUCATION
DEPARTMENT
TEACHER (SCALE 1)

Required for September 1987 at St Monica's RC High School, C/O at Joseph's RC High School, Sandstone Road, Whitefield, Manchester, M25 3JL to teach English. Please state only other subject and level offered.

Catholic teacher preferred.

Applications by letter including full curriculum vitae and references of two referees to the Head Teacher, St Monica's RC High School, Sandstone Road, Whitefield, Manchester, M25 3JL (064777) 132422

CAMBRIDGESHIRE

JACK HUNT SCHOOL
Lackington Road, Peterborough

Head Teacher: Mr. M. Taylor, B.A.P.
ENGLISH TEACHER SCALE 1
Required for September 1987, a teacher of English throughout the school for very enthusiastic and motivated. Probationers welcome. Further details and an application form available from the Head Teacher (s.a.e.). Closing date 15th June 1987. Opportunity Employer. 132422 (140439)

CHESHIRE

EDUCATION COMMITTEE
QUEEN'S PARK HIGH SCHOOL
Queen's Park, Chester

1050 pupils
Headmaster: Mr. K.D. Munden, B.A.
ENGLISH SCALE 1
Required for September 1987, a member of staff to teach English throughout the 11-18 Comprehensive School. This is a suitable first teaching post.
Apply to the School as soon as possible. 132422 (150741)

CROYDON

OLD PALACE SCHOOL
Independent Day School 750

Required for September 1987, a member of staff to teach English throughout the 11-18 Comprehensive School. This is a suitable first teaching post.
Apply to the School as soon as possible. 132422 (150741)

DORSET

ST EDWARD'S CATHOLIC SCHOOL
Widley Valley Road, Poole

Required for September 1987, a member of staff to teach English throughout the 11-18 Comprehensive School. This is a suitable first teaching post.
Apply to the School as soon as possible. 132422 (150741)

EALING

LONDON BOROUGH OF
EDUCATION COMMITTEE
ACTON HIGH SCHOOL
Conventry Road, London

Required for September 1987, a member of staff to teach English throughout the 11-18 Comprehensive School. This is a suitable first teaching post.
Apply to the School as soon as possible. 132422 (150741)

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Conventry Road, London

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Conventry Road, London

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Apply to the School as soon as possible. 132422 (150741)

DONCASTER

HAYFIELD
COMPREHENSIVE SCHOOL
Hurst Lane, Auckley

Doncaster DN9 3SG
Tel: Doncaster 770589

Required for September 1987, a member of staff to teach English throughout the 11-18 Comprehensive School. This is a suitable first teaching post.
Apply to the School as soon as possible. 132422 (150741)

The appointed candidate will be required to teach English in Years 1-5 and 11-18. The school is a full-time school with a part-time evening school. The school is a full-time school with a part-time evening school. The school is a full-time school with a part-time evening school.

We are an equal opportunities employer and applications from disabled persons are welcome. (43843) 132422

Applications by letter including full curriculum vitae and references of two referees to the Head Teacher, St Monica's RC High School, Sandstone Road, Whitefield, Manchester, M25 3JL (064777) 132422

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Somerset County Council

AN EQUAL OPPORTUNITIES EMPLOYER

SIXTH FORM EDUCATION

THE RICHARD HUIH COLLEGE, TAUNTON (NOR 800)

For September 1987, Graduate

TEACHER OF ENGLISH, SCALE 1

or possibly SCALE 2, GCSE and A level main responsibility, but Media Studies a possibility, and commitment to forward-looking syllabus essential. Excellent opportunity for versatile, committed probationer or experienced teacher. Further details on receipt of application form.

Apply by letter to the Principal, including cv and the names and addresses of two referees by 19th June 1987.

SECONDARY EDUCATION

FROM COLLEGE, FROM, (13-18 MIXED COMPREHENSIVE AND FE COLLEGE, BECOMING A COMMUNITY COLLEGE, NOR 1480)

For September 1987, or January 1988,

HEAD OF GERMAN

second in department of Modern Languages. Ability to teach French to 'A' level, an added recommendation. Scale 2 or 3 for suitable candidate with good knowledge of GCSE teaching techniques. Full letters of application to the Principal, enclosing envelope with photo and enclosing s.a.e. for job description.

CHILTON TRINITY SCHOOL, BRIDGWATER (11-18 MIXED COMPREHENSIVE, NOR 845)

For September 1987,

1. TEACHER OF PHYSICS, SCALE 1

The post offers the opportunity to teach Physics to GCSE and continued science in the lower school.

2. TEACHER OF SPECIAL EDUCATIONAL NEEDS, SCALE 1

This is a temporary appointment for one year. The post includes: teaching withdrawal groups; support work in other areas and also some mainstream teaching. Experience of working with pupils with behavioural problems is required. Closing date 15th June 1987.

THE WEST SOMERSET SCHOOL, MINEHEAD (13-18 MIXED UPPER COMPREHENSIVE, NOR 1100)

The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal areas. For September 1987, a qualified

TEACHER OF GIRLS' PHYSICAL EDUCATION AND GAMES, SCALE 1 OR 2

according to experience. The school has excellent facilities, including a Sports Hall and sports courts.

Apply by letter to the Head at the school with full cv and the names and addresses of two referees.

THE BLUE SCHOOL, WELLS (11-18 MIXED COMPREHENSIVE, NOR 1263)

For September 1987,

TEACHER OF GIRLS PHYSICAL EDUCATION, SCALE 1

Candidates should be able to offer a range of traditional games and sports and any other skills that can be offered.

Apply by letter to the Head at the school with full cv and the names and addresses of two referees.

THE BLUE SCHOOL, WELLS (11-18 MIXED COMPREHENSIVE, NOR 1263)

For September 1987,

TEACHER OF GIRLS PHYSICAL EDUCATION, SCALE 1

Candidates should be able to offer a range of traditional games and sports and any other skills that can be offered.

Apply by letter to the Head at the school with full cv and the names and addresses of two referees.

THE BLUE SCHOOL, WELLS (11-18 MIXED COMPREHENSIVE, NOR 1263)

For September 1987,

TEACHER OF HOME ECONOMICS, SCALE 1

This is a temporary appointment for one year, but may become permanent for September 1988. The successful candidate must be able to teach Home Economics throughout the school and we hope to appoint someone who can offer some textile skills and an ability to teach community care. Holyrood is involved in Somerset TVE and its modular curriculum.

Apply by letter with full cv and the names and addresses of two referees to the Head at the school as soon as possible.

PRESTON SCHOOL, YEovil (11-18 MIXED COMPREHENSIVE, NOR 1007)

For September 1987,

TEACHER FOR TEXTILES, SCALE 1,

to teach textiles throughout the school within the faculty of design.

Closing date 15th June 1987.

KINGS OF WESSEX SCHOOL, CHEDDAR (13-18 UPPER COMPREHENSIVE, NOR 800, SIXTH 160)

For September 1987,

1. TEACHER OF CRAFT, DESIGN AND TECHNOLOGY, SCALE 1

to teach at all levels in the school; A level design, GCSE design and technology, City & Guilds/BTEC, third year design.

SAE for further details of the post and school. Apply by letter to the Head at the school with full cv and the names and addresses of two referees.

2. QUALIFIED TEACHER OF THE DEAF, SCALE 1 + SSA

to work with hearing impaired pupils in a mainstream school. This is a temporary additional post for one year in the first instance and would be suitable for a probationary teacher.

Application form and details (see please) from the Head at the school.

Closing date 15th June 1987.

KING ARTHUR SCHOOL, WINCANTON (11-18 MIXED COMPREHENSIVE COMMUNITY SCHOOL, NOR 700)

For September 1987,

DESIGN AND TECHNOLOGY TEACHER, SCALE 1

to take responsibility for graphical communication but with all other design aspects. Newly qualified teachers welcome. Apply by letter to the Head at the school with full cv and the names and addresses of two referees, see for further details. Closing date 17th June 1987.

Applications are invited from qualified teachers for the above posts. UNLESS INDICATED OTHERWISE APPLICATIONS AND DETAILS (SAE FOR SCALP) FROM THE HEAD AT THE SCHOOL.

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ST DUNSTONS SCHOOL, GLASTONBURY.

(11-18 MIXED COMPREHENSIVE, NOR 640)

For September 1987,

1. TEACHER SCALE 1.

Permanent, responsible for German and to take French up to GCSE.

2. SPECIAL NEEDS TEACHERS,

one FULL-TIME and one PART-TIME (5/10ths). Both temporary, scale 1, for one year to specialise with individual pupils with learning/functional problems.

Apply by letter to the Principal, including cv and the names and addresses of two referees by 19th June 1987.

COURT FELLS SCHOOL, WELLINGTON (11-18 MIXED COMPREHENSIVE, NOR 730)

For September 1987,

TEACHER OF HOME ECONOMICS, SCALE 1,

to teach across whole ability and age range. An interest in child care and development in upper school and textiles in lower school an advantage. Courses in years 1-3 are based on Aquarian/Vuffled schemes.

Closing date 15th June 1987.

SEXLEY'S SCHOOL, BRUTON (11-18 MIXED VC COMPREHENSIVE, BOARDING, NOR 400, SIXTH 160)

For September 1987, or as soon as possible thereafter,

1. TEACHER OF CRAFT, DESIGN AND TECHNOLOGY, SCALE 1.

This could be combined with a residential post for which additional emoluments are offered.

2. TEACHER OF MATHEMATICS,

either permanent (scale 2) or temporary (scale 1) to teach throughout the school including 'A' level. An interest in Statistics would be valuable. Willingness to be involved in boarding and advance and single accommodation is available. Help with games an asset.

Enquiries to the Headmaster. (SAE for further details)

MIDDLE EDUCATION

SWANMEAD SCHOOL, LILMINSTER (9-13 MIXED MIDDLE SCHOOL, NOR 284)

For September 1987 or January 1988

CURRICULUM CO-ORDINATOR FOR MUSIC AND DRAMA, SCALE 2.

Closing date 15th June 1987.

Interviews to be held at the end of June.

PRIMARY DEPUTY HEADSHIP

EASTOVER COUNTY PRIMARY SCHOOL, BRIDGWATER (NOR 331)

For January 1988,

DEPUTY HEAD

for the Group 5 school. The successful candidate will be expected to play a leading role in curriculum development and in the management of the school.

Closing date 15th June 1987.

SECONDARY ENGLISH

continued

SUFFOLK COUNTY COUNCIL

HARTSMERE HIGH SCHOOL
Castleton Way, Eye IP23 7BY

11-16 Roll 519

Required from September 1987, a teacher of English with Geography.

Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (35505) 135452

SURREY

EDUCATION COMMITTEE

ARNDAL SECONDARY SCHOOL
Arndal Lane, Sunbury, Middlesex

15-16 Boys only Comp. 383 on roll

A well qualified candidate required for September 1987 to teach ENGLISH in a department of 12-18 pupils.

There is a scope for development in the Department which is hoping to appoint a committed and imaginative teacher. Apply in writing to the Headteacher at the school. Closing date 19 June 1987. (35541) 135452

WARWICKSHIRE

SOUTHAM SCHOOL
Welsh Road, Southam, Leamington Spa CV33 6JW

Required for September 1987 teacher for ENGLISH. Ability to teach to high standards required.

Application form and further details available from the Headmaster at the school.

Warwickshire is an equal opportunity employer. (355047) 135422

WARWICKSHIRE

THE TRINITY SCHOOL
Grove Church Ave., Leamington Spa

(RIC voluntary aided comprehensive)

Tel: L. Spa 37408

Required for September 1987 a teacher of English to teach to high standards in very strong, supportive well resourced school. Experience in GCSE type courses.

English language 'A' level and GCSE type applications giving full curriculum vitae and including the names and addresses of two referees should be sent to the Principal.

Warwickshire is an equal opportunity employer. (355041) 135422

WESTSUSSEX

WORTHING HIGH SCHOOL
TEACHER OF ENGLISH

Worthing High School is a 12-18 school, 870 on roll, requires for September a Scale 1 teacher of English to teach to high standards in a faculty that is moving forward with several initiatives. An excellent opportunity for an enthusiastic teacher to make a significant contribution in a progressive school.

Applicants should send a curriculum vitae and a letter of application to the Headteacher, Worthing High School, South Street, Worthing, Sussex BN11 2AG within one week of this advertisement. (08554) 135452

WESTSUSSEX

CHICHESTER COMMUNITY COLLEGE
Haywards Heath

15-16 Mixed Comp., NOR 1100

Required September 1987 to join a forward looking department in this flourishing community college.

Apply by letter with the names of two referees to the Headmaster, Chichester Community College, Haywards Heath, West Sussex BN16 8AG within one week of this advertisement. (02047) 135452

WILTSHIRE

DEVIZES SCHOOL
comprehensive 1300 on roll

Headmaster: D.J.W. Williams M.A.

Required for September 1987 a teacher of ENGLISH to teach the subject throughout the school, including a suitable candidate. Applicants should be prepared to participate fully in the school's social education programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details and forms can be obtained from the Headmaster, Devizes School, The Green, (please enclose a stamped addressed envelope and a letter of application) by Monday, June 15, 1987.

Wiltshire is an equal opportunity employer. (35511) 135452

BUCKINGHAMSHIRE

MILTON KEYNES AREA
Faze Foy Lane, Sunbury, Middlesex

Required from September 1987, a teacher of Geography to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

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ilea

Working in Education

The Inner London Education Authority is committed to providing a high quality education for all its pupils, and to the development of its staff. We are currently seeking applications for the following posts:

* Commitment to promoting equality of opportunity in education

* Pupil teacher ratios among the best in the country

* Half-day a week induction training for probationers and a High level of in-service training provision thereafter

* With some 950 schools, opportunities to broaden experience and enhance career prospects

* Excellent support staff and professional back-up, plus a range of central specialist resources

* Inner London allowance of £1,215 plus in many cases Scale Priority allowance of £201/76 p.a. in addition to Burnham salary.

* All posts open to job applicants (NUS). A Register for potential job applicants can be obtained from the ILEA, 100, Strand, London WC2R 0ET. Tel: 01-633 8601.

Chemistry

HIGHBURY GROVE (SB)
Highbury New Park, London N5 2EG. Tel: 01-748 7993

Head: Mr. J. A. MacKerrall

Required September 1987, a teacher of Chemistry to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details and forms can be obtained from the Headmaster, Devizes School, The Green, (please enclose a stamped addressed envelope and a letter of application) by Monday, June 15, 1987.

Wiltshire is an equal opportunity employer. (35511) 135452

Science

THE SACRED HEART RC (SG)
212 Hammersmith Road, W6 7DG. Tel: 01-748 7993

Head: Mr. J. A. MacKerrall

Required September 1987, a teacher of Science to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details and forms can be obtained from the Headmaster, Devizes School, The Green, (please enclose a stamped addressed envelope and a letter of application) by Monday, June 15, 1987.

Wiltshire is an equal opportunity employer. (35511) 135452

French

ST ALOYSIUS' COLLEGE RC (VA)
30 Homsey Lane, Highgate, N6 5LY. Tel: 01-283 1391

Head: Mr. J. A. MacKerrall

Required September 1987, a teacher of French to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details and forms can be obtained from the Headmaster, Devizes School, The Green, (please enclose a stamped addressed envelope and a letter of application) by Monday, June 15, 1987.

Wiltshire is an equal opportunity employer. (35511) 135452

Home Economics

CAMDEN (SG)
Sandilands Rd, NW5. Tel: 01-485 344. Ref: 676

Head: Mr. J. A. MacKerrall

Required September 1987, a teacher of Home Economics to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

Further details and forms can be obtained from the Headmaster, Devizes School, The Green, (please enclose a stamped addressed envelope and a letter of application) by Monday, June 15, 1987.

Wiltshire is an equal opportunity employer. (35511) 135452

Languages

ELIOTT (SM)
Pulman Gardens, Putney, SW15 3DG. Tel: 01-786 3421

Head: Mr. J. A. MacKerrall

Required September 1987, a teacher of Languages to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

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Wiltshire is an equal opportunity employer. (35511) 135452

Mathematics

HIGHBURY FIELDS (SG)
Highbury Hill, N5 1AR. Tel: 01-286 1281. Ref: 680

Head: Mr. J. A. MacKerrall

Required September 1987, a teacher of Mathematics to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

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Wiltshire is an equal opportunity employer. (35511) 135452

Headships & Deputy Headships

Please refer to separate advertisement also in this publication.

Secondary Education

All secondary schools in the ILEA area are invited to send comprehensive lists.

Craft, Design & Technology

HOLLAND PARK (SM) SPA

Alfie Gardens, Camden Hill, W6 7AF. Tel: 01-727 5631

Head: Mr. J. A. MacKerrall

Required September 1987, a teacher of Craft, Design & Technology to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.

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Wiltshire is an equal opportunity employer. (35511) 135452

BUCKINGHAMSHIRE

MILTON KEYNES AREA
Faze Foy Lane, Sunbury, Middlesex

Required from September 1987, a teacher of Geography to teach to high standards in a progressive school. Applicants should be prepared to participate fully in the school's social education programme.

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ENFIELD
LONDON BOROUGH OF
ENFIELD
EDMONTON SCHOOL
100 Cambridge Road, Enfield
EN1 1JH
Roll 1300 Mixed
Enquired September 1987
teacher of MATHEMATICS
Scale 1, to join this well
known comprehensive
school close to Green He
Strong A level groups. Exce
for a new or a new
qualified teacher.
London Allowance, £75
Contractual basis, 40 h

Information.
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Application forms and further
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Headmaster, to whom the
should be returned as soon as
possible.
An equal opportunity
player. (40253) 1354

ESSEX
BARSTABLE SCHOOL,
Timberbrook Close, Basildon
SS14 1UX
Tel: 0266 553091
(Roi - 1400)

SEX
ST SCHOOL
 Meetings TN55 5DN
 was missed: 11
 September a lively
 and enthusiastic group
 a young and successful
 in teaching across
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 135429

Able teacher for strong department, teaching up to O.C.S. Considered for scale 2 for a possible candidate.
 Allowance.
 Relocation Allowance possible.
 C.V. and Letter of Application with a.s.e. to Headmaster.

BILLERICA Y SCHOOL
 School road, Billerica
 781777
 (Roll - 1280) 430 Fifth Form
MATHEMATICS TEACHER
 Required September 1991
 lively department. Full and
 ability range. 'A' Level available.

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ENDISH SCHOOL
 ad, Eastbourne BN21
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USSEX
IN COMMUNITY
Wadhurst TN3 6BA
Comprehensive mixed;
Roll: 700
September: Teacher of
Science (Male 1), /
Teaching available for
candidate.
Financial grants in
all cases.
Application to the
with cv and names and
addresses of referees.

HAMPSHIRE
ROBERT MAYN'S SCHOOL
 West Street, Oldham, Haar
 RG25 1NA
 Mixed Comprehensive 11-
 Required for Septe-
 1987 Scale 5 post. 700
 of Mathematics. The
 11-16 project is to
 throughout the school.
 Please apply as soon
 possible, in writing (with
 3 references) to the
 Headmaster from whom
 further details can
 be obtained.
 We pursue a policy
 of equality of opportunity.

Available for a suitably
teaching
stock grants in
cases.
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on the Head Teacher,
133422

HAMPSHIRE

BAY HOUSE SCHOOL,
Gomer Lane, Alverstoke,
Dorset, Hants. PO13 8Q.
1-16 mixed comprehensive
1670 on roll
Required September 80
teacher of MATHEMATICS
Applications in writing
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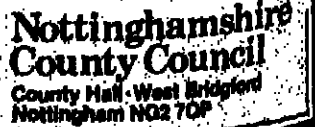
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(35358)

13

An Equal Opportunity Employer.

DUDLEY METROPOLITAN BOROUGH
Equal Opportunities Employer

DATE: 10-18-60 BY: [illegible] FOR: [illegible]



COLLEGES OF FURTHER & TERTIARY EDUCATION

AVON COUNTY COUNCIL
GLoucestershire COLLEGE OF FURTHER EDUCATION
 The following posts are available from September 1987:
LECTURER II IN SPECIAL NEEDS
 Appointment from September 1987 or as soon as possible thereafter.
 Salary: £28,595 - £33,656 plus London Fringe Allowance.
 An enthusiastic person is required to work in the General Studies Department as a leader of a full time course for students with moderate learning difficulties.
 Application forms and further details are available from: The Principal, Gloucestershire College of Further Education, Stroud Road, Stroud, Gloucestershire GL8 3AR.
 Closing date: 19 June 1987.
AVON COUNTY COUNCIL
GLoucestershire COLLEGE OF FURTHER EDUCATION
 The following posts are available from September 1987:
LECTURER II IN SPECIAL NEEDS
 Appointment from September 1987 or as soon as possible thereafter.
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 An enthusiastic person is required to work in the General Studies Department as a leader of a full time course for students with moderate learning difficulties.
 Application forms and further details are available from: The Principal, Gloucestershire College of Further Education, Stroud Road, Stroud, Gloucestershire GL8 3AR.
 Closing date: 19 June 1987.

BERKSHIRE

LANGLEY COLLEGE

LECTURER GRADE I IN COMPUTING STUDIES

Applications are invited for the above post commencing on 1st September 1987.
 Applicants should have appropriate qualifications and experience. Possession of a teacher's certificate would be an advantage.
 Salary Scale: Lecturer Grade I: £28,595 - £33,656 plus London Fringe Allowance.
 Berkshire has a scheme for assisting with removal expenses.
 The County Council is an equal opportunity employer.
 Further information and application forms from: The Principal, Langley College of Further Education, Station Road, Langley, Slough, Berkshire SL5 8JL.
 Closing date: Wednesday 17th June 1987.
 220026

BARNET

BARNET COLLEGE OF FURTHER EDUCATION

The following posts are available from September 1987:
LECTURER I IN COMMUNICATION AND ENGLISH
 To join a team of full-time staff providing English and Communication courses across the College on two main sites. The post holder will be responsible for the delivery of the course and curriculum development in English and Communication. Applicants should be graduates with a teaching qualification and preferably commercial experience.
LECTURER I IN MULTICULTURAL STUDIES
 To join a small team of staff teaching Multicultural Studies and Anti-Racism to Police Cadets on a one-year sandwich course. Applicants should have teaching experience in further or adult education or in the public service sector.
LECTURER I IN BUSINESS STUDIES
 To teach Industrial Relations, Management and related subjects on BTEC National and other courses. Applicants must be suitably qualified and prepared to contribute to development of integrated learning materials and be able to work as part of a team.
LECTURER I IN CRAFTWORK
 To teach Brickwork and associated subjects on the City & Guilds Advanced Certificate. Teaching experience is preferable but not essential. The post holder will be responsible for the delivery of the course and curriculum development in Craftwork. Applicants should be graduates with a teaching qualification and preferably commercial experience.
 Salary: Lecturer Grade I: £28,595 - £33,656 plus London Fringe Allowance.
 Application forms and further details are available from: The Principal, Barnet College of Further Education, Station Road, Barnet, London NW4 4JL.
 Closing date: Friday, 19 June 1987.
 220026

AVON COUNTY COUNCIL

GLoucestershire COLLEGE OF FURTHER EDUCATION

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LECTURER I IN BUSINESS STUDIES
 To teach Industrial Relations, Management and related subjects on BTEC National and other courses. Applicants must be suitably qualified and prepared to contribute to development of integrated learning materials and be able to work as part of a team.
LECTURER I IN CRAFTWORK
 To teach Brickwork and associated subjects on the City & Guilds Advanced Certificate. Teaching experience is preferable but not essential. The post holder will be responsible for the delivery of the course and curriculum development in Craftwork. Applicants should be graduates with a teaching qualification and preferably commercial experience.
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 Application forms and further details are available from: The Principal, Barnet College of Further Education, Station Road, Barnet, London NW4 4JL.
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 Application forms and further details are available from: The Principal, Barnet College of Further Education, Station Road, Barnet, London NW4 4JL.
 Closing date: Friday, 19 June 1987.
 220026

ESSEX

CHICHESTER COLLEGE OF FURTHER EDUCATION

The following posts are available from September 1987:
LECTURER I IN COMMUNICATION AND ENGLISH
 To join a team of full-time staff providing English and Communication courses across the College on two main sites. The post holder will be responsible for the delivery of the course and curriculum development in English and Communication. Applicants should be graduates with a teaching qualification and preferably commercial experience.
LECTURER I IN MULTICULTURAL STUDIES
 To join a small team of staff teaching Multicultural Studies and Anti-Racism to Police Cadets on a one-year sandwich course. Applicants should have teaching experience in further or adult education or in the public service sector.
LECTURER I IN BUSINESS STUDIES
 To teach Industrial Relations, Management and related subjects on BTEC National and other courses. Applicants must be suitably qualified and prepared to contribute to development of integrated learning materials and be able to work as part of a team.
LECTURER I IN CRAFTWORK
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 Salary: Lecturer Grade I: £28,595 - £33,656 plus London Fringe Allowance.
 Application forms and further details are available from: The Principal, Barnet College of Further Education, Station Road, Barnet, London NW4 4JL.
 Closing date: Friday, 19 June 1987.
 220026

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 Salary: Lecturer Grade I: £28,595 - £33,656 plus London Fringe Allowance.
 Application forms and further details are available from: The Principal, Barnet College of Further Education, Station Road, Barnet, London NW4 4JL.
 Closing date: Friday, 19 June 1987.
 220026

LONDON BOROUGH OF SUTTON

CARSHALTON COLLEGE OF FURTHER EDUCATION

Nightingale Road, Carshalton, Surrey SM5 2EJ.
 Tel: 01-647 0021/8

Required for September 1987:-

LECTURER GRADE I - ENGLISH & COMMUNICATIONS

To teach English and Communications in the Department of General Education. The Department offers a range of courses including GCSE, GCE 'A' level and BTEC Communications. You should be a graduate in English and preferably be teacher trained. Required for September 1987, or as soon as possible thereafter:-

LECTURER GRADE I - CARPENTRY AND JOINERY

A lecturer is required to teach carpentry and joiner craft theory and practice to CGL level.
 You should have relevant industrial experience and possess an advanced craft certificate.

LECTURER GRADE II - IN CHARGE OF BUILDING SUBJECTS

An experienced Lecturer is required to organise and lead a small team of specialist staff committed to the development of courses in building subjects.
 Duties will also include teaching within your specialism and to advise on the economic use of resources.
 You should be suitably qualified and experienced. The ability to take an enthusiastic approach essential.

LECTURER GRADE II - COURSE TUTOR - NNEB

You should possess either a Health Visitors qualification or a Certificate of Education (Nursery/Infant trained). You should have had experience of teaching onco-ordinating an NNEB Course.
 Salary: Lecturer Grade I £28,595 to £33,656 progressing to £33,656.
 Lecturer Grade II £28,595 to £33,656.

London Allowance £785 p.a.
 Application forms and further particulars from the Principal of the College to whom completed forms should be returned within 14 days of the appearance of this advertisement. (14899)

COLLEGES OF FURTHER & TERTIARY EDUCATION

CUMBRIA

BARROW IN FURNESS COLLEGE OF FURTHER EDUCATION

Howard Street, Barrow in Furness, Cumbria LA14 1NB

Tel: (0229) 25017

LECTURER GRADE II - PHYSICAL EDUCATION PLUS SOME TEACHING IN AN ELECTRICITY STUDY AREA

Required as from 1 Sept. 1987, or as soon as possible thereafter. The post holder will be responsible for the Physical Education and some of the following subjects: Business Studies, Management or Youth Training Schemes. In addition to appropriate subject qualifications, the post holder should have teaching and commercial experience.

Further particulars and application forms, for all posts, should be sent to the Principal by 19 June 1987. (15207) 220026

GLoucestershire COLLEGE OF FURTHER EDUCATION

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LECTURER I IN COMMUNICATION AND ENGLISH
 To join a team of full-time staff providing English and Communication courses across the College on two main sites. The post holder will be responsible for the delivery of the course and curriculum development in English and Communication. Applicants should be graduates with a teaching qualification and preferably commercial experience.
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 Salary: Lecturer Grade I: £28,595 - £33,656 plus London Fringe Allowance.
 Application forms and further details are available from: The Principal, Barnet College of Further Education, Station Road, Barnet, London NW4 4JL.
 Closing date: Friday, 19 June 1987.
 220026

CLEVELAND COUNCIL

CLEVELAND TECHNICAL COLLEGE

Redcar

Applications are invited for the following posts:

LECTURER TWO ELECTRONICS/MODERN TECHNOLOGY

Required for September 1987 to teach over a range of technician, craft, and link courses, and assist in the development of an assignment and project teaching environment.

Candidates should have appropriate qualifications and industrial experience.

LECTURER ONE IN SECRETARIAL SKILLS

Required for September 1987 to teach Shortland (Teaching) Typewriting, Office Practice/Secretarial Duties and Word Processing.

Applicants should have appropriate qualifications and up-to-date commercial experience.

LECTURER ONE IN ACCOUNTANCY AND/OR INFORMATION PROCESSING

Required for September 1987 to teach Financial Management, Accounting and other business applications using micro-computer courses including BTEC First/Second Certificate/Diploma.

Applicants must have appropriate qualifications and recent commercial experience involving business software.

Application forms and further details of all these posts are available by 19 June 1987 to the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS11 1JZ, to whom completed forms should be returned with the appearance of this advertisement. (15772) 220026

THURROCK TECHNICAL COLLEGE

WOODVIEW GRAYS

Required for 1 September 1987

LECTURERS GRADE 1

(1) Motor Vehicle Engineering - to teach motor vehicle mechanics to full-time, part-time and school link courses. The ability to offer vehicle electricals or body repair is desirable.

(2) Music (two posts) - to contribute to the work of an expanding and lively Music Centre and to work with full-time, part-time and evening students. Applications from violinists and from brass or woodwind specialists would be particularly welcome. The ability to offer some keyboard teaching is essential.

(3) Food and Beverage Service - to teach these subjects to BTEC Diploma and City and Guilds 701/2 standards.

(4) Temporary L1 in Modern Languages (1 year appointment) to teach French and Spanish. The ability to teach Export Marketing would be an advantage.

(5) Lecturer Grade II (Re-advertisement) General and Communication Studies

SALARY: Lecturer I: £27,125 - £33,938 Including London Fringe Allowance
 Lecturer II: £28,877 - £33,938 Fringe Allowance

Application form and further particulars may be obtained from the Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement. (14288)

Application forms and further details of all these posts are available by 19 June 1987 to the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS11 1JZ, to whom completed forms should be returned with the appearance of this advertisement. (15772) 220026

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West Nottinghamshire College of Further Education

Head of Department of Construction (Grade IV)

This post is vacant from 1 September. Applicants should have appropriate academic and professional qualifications, have wide teaching and industrial experience and hold or have held a senior post in Further Education. The salary is that prescribed by the Burnham Further Education Report for a grade IV Department and is currently £16,704-£18,714 p.a. (pay award pending).

Application forms are available from and returnable to the Principal, West Nottinghamshire College of Further Education, Derby Road, Mansfield, Notts. NG18 5BH. Closing date 19 June.

An Equal Opportunity Employer.



CAMBRIDGE COLLEGE OF FURTHER EDUCATION

Required for January 1988 or sooner if possible:

HEAD OF DEPARTMENT OF BUSINESS STUDIES (Grade V)

To lead an innovative department offering NAFE courses in business, secretarial and computing studies. A willingness to take an additional course college wide is essential. Applicants should possess a degree or equivalent qualification, have relevant teaching and industrial experience, and preferably be teacher-trained.

LECTURER GRADE II IN COMMUNICATIONS/ENGLISH (2 Posts)

Post 1
 To co-ordinate the work of an expanding communications section servicing a range of BTEC and other courses.

Post 2
 To act as an imaginative section leader co-ordinating the work of a lively team of English and Communications staff servicing GCSE, CGL and other courses.

Applicants should be enthusiastic, aware of new developments, possess a degree or equivalent, have relevant teaching experience and preferably be teacher-trained.

Required for September 1987:

LECTURER GRADE I IN COMPUTER STUDIES

To teach on BTEC National, computer appreciation and other courses. Applicant should possess a degree or equivalent, have relevant industrial/teaching experience, and preferably be teacher-trained.

LECTURER GRADE I IN NUMERACY/MATHEMATICS

To teach numeracy and mathematics on CPVE, GCSE, BTEC 1st awards and other foundation and intermediate courses. Applicants should possess a degree or equivalent and preferably be teacher-trained.

LECTURER GRADE I FOR VISUALLY IMPAIRED STUDENTS

To complete a support service for visually impaired students across the college. Candidates should have experience with visually impaired students, an imaginative approach to supporting students on mainstream courses, and preferably be teacher-trained.

LECTURER GRADE I IN HOME ECONOMICS

To be responsible for the teaching of home economics in a department providing courses in pre-training, child care and social and community care, and to act as course tutor for the City and Guilds 331 course. Applicants should be suitably qualified and preferably have experience in teaching home economics.

LECTURER GRADE I IN HEALTH EDUCATION AND CARING SKILLS

To act as course tutor for the BTEC National in Health Education, and to teach on other courses in the Department of Health and Social Care. Applicants should be graduates or equivalent, preferably with a teaching qualification.

LECTURER GRADE I IN BAKERY STUDIES (Re-advertisement)

To teach bakery studies to students on CGL 120 and other courses, to lead and develop the work of the section and to be responsible for the preparation of the teaching programme. Applicants should be professionally qualified and have good industrial experience. Teacher training desirable.

Salary Scale: Lecturer Grade I: £28,595 - £33,656 plus London Fringe Allowance.
 Lecturer Grade II: £28,595 - £33,656 plus London Fringe Allowance.
 Lecturer Grade III: £28,595 - £33,656 plus London Fringe Allowance.

Application forms and further details are available from: The Principal, Cambridge College of Further Education, Station Road, Cambridge CB2 3RQ. Tel: 0223 307540. Closing date for receipt of applications: 19 June 1987.

CAMBRIDGESHIRE

CHESHIRE EDUCATION COMMITTEE

NORTH CHESHIRE COLLEGE

LECTURER I IN HEALTH STUDIES

Applications are invited from suitably qualified and experienced persons to teach health studies and related subjects on a range of courses.

A BTEC Health Studies course is also available. Applicants should possess a degree or equivalent qualification, have relevant teaching and industrial experience, and preferably be teacher-trained.

Application forms and further details are available from: The Principal, North Cheshire College, Regent Campus, Fernside, Warrington, WA5 5BB. Closing date: 19th June 1987. (25755) 220026

CHESHIRE SOUTH CHESHIRE COLLEGE

Applications are invited for the following posts:

LI CARPENTRY AND JOINERY

LI HEALTH STUDIES

LI PHOTOGRAPHY/GRAPHIC DESIGN

LI CARPENTRY & JOINERY

Further particulars and application forms may be obtained from: The College, Dane Bank Avenue, Crewe, Cheshire CW2 8AB. Tel: 0270 69133. (24894) 220026

SURREY EDUCATION COMMITTEE

Brooklands Technical College

Heath Road Weybridge Surrey

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

Lecturer I - Business Studies

To teach courses up to BTEC National level. Candidates expected to contribute to teaching of core areas of BTEC. Appropriate qualifications in mainstream Business discipline required; teaching training desirable.

DEPARTMENT OF CATERING BAKERY AND DENTAL STUDIES

Lecturer I - Catering and Food Studies

To teach range of subjects related to provision of food on Catering Craft BTEC Diploma in Hotel and Catering, C&G 708 Parts 1, 2 and 3, and BTEC First Diploma courses plus other related areas.

Applicants should have relevant professional experience within Hotel and Catering industry and possess appropriate academic/professional/technical qualifications. Teaching experience an advantage.

DEPARTMENT OF ENGLISH AND COMMUNICATION STUDIES

Lecturer I/Lecturer II - English/Communications

To teach from range of work including English Language and Literature to 'A' level, Communications Studies, various BTEC courses, YTS, CPVE and possibly Theatre and Film Studies. Appropriate degree required; teaching experience desirable.

DEPARTMENT OF GENERAL EDUCATION AND SCIENCE

Lecturer I - Psychology

To teach 'A' level Psychology and preferably Sociology. Appropriate qualifications required combined with teaching experience. Should also be able to contribute to other related courses within Department.

DEPARTMENT OF PRODUCTION AND MECHANICAL ENGINEERING

Lecturer I - Aeronautical Engineering

To teach C&G Craft Studies courses. Applicants should possess appropriate technical qualifications and have recent and relevant industrial experience particularly in aircraft engines.

Salary Scales: Lecturer I: £8,595 - £13,656 per annum (under review) Lecturer II: £8,543 - £11,865 per annum plus £209 per annum London Fringe Area Allowance.

Commencing salary dependent upon qualifications and experience. Generous relocation expenses in approved cases. Further details and application forms from the Principal to be returned by MONDAY 15 JUNE 1987.

(14044)

COLLEGES OF FURTHER & TERTIARY EDUCATION continued

ESSEX

LOUGHTON COLLEGE OF FURTHER EDUCATION

Borders Lane, Loughton, Essex IG10 3SA

Tel: 01-508 8311

TECHNOLOGY, ENGINEERING & SCIENCE DEPARTMENT

(Readers must send previous applications will automatically be reconsidered)

Applications are invited for the following full-time post to take effect from September 1987 or as soon as possible thereafter.

Lecturer I in MOTOR VEHICLE to teach Motor Vehicle Craft and related subjects to full-time, part-time, and evening students. The ability to offer Welding Mechanical Engineering would be an advantage.

Candidates should have a teaching qualification and/or teaching experience. Suitable commercial, industrial or other relevant experience is desirable.

Salary Scale: Lecturer Grade I: £8,543 - £13,656 p.a. plus £209 p.a. inner fringe area allowance.

Application forms and further details are available from the Principal to whom they should be returned by 18th June 1987. (43986) 220026

CUMBRIA

BARROW IN FURNES COLLEGE OF FURTHER EDUCATION

Howard Street, Barrow in Furness, Cumbria LA14 4WB

Tel: (0929) 95017

LECTURER GRADE I - MARINE PLUMBING

LECTURER GRADE I - WELDING

Salary Scale: £6,843 - £13,656; starting point dependent on qualifications and verification of industrial experience up to £11,865

Required as from 1 Sept. 1987 to teach students following City and Guilds of London Courses. Applicants must have relevant academic qualifications and industrial experience.

LECTURER GRADE II - ENGINEERING SCIENCE & ENGINEERING DRAWING & DESIGN

Salary Scale: £6,595 - £13,656 (Lecturer Grade II post)

Required as from 1 Sept. 1987 to teach on B.T.E.C. Certificate Courses. Applicants must have relevant academic qualifications and industrial experience.

Further particulars and application forms for all of the above posts from the Principal to be returned by 19 June 1987. (35209) 220026

ilea Working in Education

Lecturers

JOB SHARING. All posts grade Lecturer 1 to Principal Lecturer are suitable for job share. Applications for job share will only be considered if submitted on a paired basis.

Represents of potential job sharers are maintained for: Colleges by Karen Newbury, PS/FH/ED CPSS, Room 436, The County Hall, London SE1 7PB.

Adult Education Institutes by Brian Stanton, PS/IG/CS, Room 238A, The County Hall, London SE1 7PB.

SALARY SCALES are in accordance with Summary (F.E.) award effective from 1st April 1986 and include an inner London allowance.

Lecturer II: £9,610 - £14,871 Principal Lecturer: £15,099 - £17,673 (Bar £15,603).

Closing date for all posts is 18th June 1987, unless otherwise stated.

LAMBETH ADULT EDUCATION INSTITUTE

Strand Centre, Elm Park, SW2 2EH.

Lecturer II

Black Development Worker for Adult Education

Unemployment

The Institute is seeking a black adult educator to meet the educational needs of unemployed people in its locality and increase their chances of acquiring and retaining those jobs that are available and also to provide, in particular, close personal support for course members from the Afro-Caribbean community.

Unemployment figures are high in Lambeth being well above the national average with the incidence of unemployment among minority ethnic groups significantly higher than for the local white population. This service can most effectively be provided by a lecturer of Afro-Caribbean origin.

Assistance may be given towards household removal expenses.

Race Relations Act 1976 exemption Section 5(2)(d) applies.

Further details and application forms available from the Senior Administrative Officer at the Institute, please quote Ref. 72.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

Haringey College

PARK ROAD, BOUNDS GREEN

LONDON N11 2QF

ACTING PRINCIPAL - Reg Smith BA (Hons) Cert Ed.

For appointment for September 1987 or earlier if possible

Lecturer Grade 1 Office Studies

To teach on full and part-time secretarial programmes. Typewriting, Audio and Office Machinery skills essential, and the ability to offer Word Processing and Reception Skills would be an advantage.

Lecturer Grade 1 Office Technology

Temporary appointment for one year

To teach Word processing and secretarial skills across a range of full and part-time secretarial programmes. The ability to offer Audio-Typewriting will be an advantage, and it is essential that applicants have experience working with adult students.

Lecturer Grade 1 Leisure and Recreation Studies

For appointment as soon as possible to join an enthusiastic team of full and part-time teachers contributing to a range of vocational and pre-vocational courses in the leisure area and broad cross-college programme of leisure and recreation activities.

Salary range: £9,608 - £13,080 (incl. L.W.) It is essential that all postholders are fully committed to the aims of the College especially with regard to the policies of Multi-Cultural Education and Equal Opportunities and have had experience with young people and adults from ethnic minority backgrounds.

The Education Service is conscious that in general teachers from black and ethnic minority backgrounds, bilingual teachers and women teachers are under represented in Further Education. Applications from members of these groups would be particularly welcome.

Application forms available from: Anne Odofin, Staffing Officer, Haringey College, Park Road, Bounds Green, London N11 2QF. Telephone 888 7123 Ext. 245

Closing date 19 June 1987.

Haringey

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

NEWHAM COMMUNITY COLLEGE

AN EQUAL OPPORTUNITY EMPLOYER

This new College of Further, Higher and Adult Education provides education and training for the whole community - from basic skill level to final professional qualifications.

LECTURER II NEW TECHNOLOGY IN ENGINEERING

To develop a range of innovative courses with 'new technology' and 'conversion in science' as main themes, including the new HITECH programme. An up-to-date teacher with interest in modern learning methods is required for an initial period of two years. There will be opportunities to develop open and computer based learning in these areas, and introduce new technology to widely varying ability groups.

LECTURER II BUILDING SERVICES ENGINEERING

A chartered engineer or person in the process of qualifying is required to teach Building Services on BTEC National Certificate: Higher Certificate and CIBSE Associate courses. Sound industrial experience coupled with enthusiasm for teaching is sought - as is an interest in developing courses which enable local people to benefit from major construction projects now underway in London Docklands.

Applications from women, members of ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.

Salary in the range: £8,595 - £13,656 plus £1215 p.a. London Weighting.

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01-562 8927 (24 hours). Closing date: 23 June 1987.

COLLEGES OF FURTHER & TERTIARY EDUCATION continued

HAMPSHIRE

FARNBOROUGH COLLEGE OF TECHNOLOGY

LECTURER GRADE I IN MATHEMATICS

To teach 'A' level Mathematics and some Statistics to courses such as: BTEC HNC/NC, BTEC HND/NC.

Applicants should be graduate, preferably with teaching experience and/or training. Hampshire County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Further details from the Staffing Officer, Farnborough College of Technology, Boundry Road, Farnborough, Hants GU14 6BB.

(Tel: 0892 515511, Ext. 210) Closing date: 18th June 1987. (43985) 220026

Newman and Westhill Colleges



Lecturer in Geography (LIV Senior Lecturer)



Applications are invited for this post, commencing in September 1987.

The successful candidate will contribute to the B Ed, PGCE and Inservice courses within the joint academic programme of Newman and Westhill colleges and should have a good honours degree in Geography. A specialist interest in Environmental Education and recent primary school experience are desirable.

The post will be based at Newman, which is a Catholic Voluntary College of Higher Education.

Further particulars can be obtained from: The Principal, Newman College, Genners Lane, Bartley Green, Birmingham B32 3NT.

Closing date for applications: 22nd June 1987.

The Affiliated Colleges of the University of Birmingham

Hampshire Local Education Authority

Eastleigh College of Further Education require

LECTURER II IN BANKING

to commence 1 September 1987

Applications are invited from candidates holding a banking qualification and wishing to teach banking subjects to full and part-time students.

Salary Scale: £8,843 - £13,656 (April 1986 rates)

The Authority pursues a policy of equality of opportunity. Applications welcome from people with disabilities.

Application forms and further particulars available from Finance Office, Eastleigh College of Further Education, Chestnut Ave, Eastleigh, Hants SO5 6HT (telephone 0703 644011).

Closing date - 23 June 1987.

(13347)

CLWYD EDUCATION COMMITTEE

LLANDRILLO TECHNICAL COLLEGE

COLWYN BAY

Required for 1st September, 1987

LECTURER GRADE I IN MECHANICAL ENGINEERING

LECTURER GRADE I IN FOOD PREPARATION

LECTURER GRADE I IN COMPUTING

Salary: Burnham F.E. Grade 1 - £8,843 - £11,865 p.a. (under review)

Application forms and further details are available from the Senior Administrative Officer, Llandrillo Technical College, Llandudno

Road, Rhos-on-Sea, Colwyn Bay, Clwyd, LL28 4HZ. The closing date for this advert will be

15th June, 1987.

(13348)

NORTH DEVON COLLEGE

Principal: D. Trueman, B.Sc., F.B.I.M. Applications are invited for the following posts to date from 1st September 1987

Lecturer I - Mechanical Engineering (Department of Engineering)

To teach Workshop practice on E.L.T.B. 'Of the Job' Training Course and Theory and Practice on B.T.E.C. National Certificate and Craft Courses.

Lecturer I - Remedial English and Communications (Department of Humanities)

A suitably trained and qualified specialist is required to assist in the teaching of English to G.C.S.E. level and to students on Vocational Courses.

Lecturer I - Special Needs (Department of Social and Social Community Studies)

To work with Special Needs students and to help in the establishment of a new Bridging Course for students with moderate learning difficulties.

Lecturer I - Applied Science/ Food Technology (Department of Food and Fashion)

To teach Applied Science to students on Catering, Food Technology and Hairdressing Courses.

Lecturer I - Art and Design (Department of Creative Arts)

To teach Painting and Drawing on G.C.S.E. and Pre-B.T.E.C. courses. A specialist area of design should be stated.

Salaries in accordance with the current Burnham F.E. regulations.

Further details and application form can be obtained from the Vice-Principal's Secretary, North Devon College, Old Sticklepath Hill, Barnstaple, North Devon, EX31 2BQ. Tel: Barnstaple 46281. The closing date for applications is Wednesday, 17th June.

(13373)

DEVON

AN EQUAL OPPORTUNITIES EMPLOYER



PETERBOROUGH REGIONAL COLLEGE

Applications are invited for the following full-time posts for September 1st, 1987.

Computing Section, L.II Data Processing

To teach Data Processing and Systems Analysis on a wide range of courses. Candidates must have recent experience. A knowledge of programming is desirable.

Historical, Political and Associated Studies, L.I.

Required to teach Industrial and Political Studies to students on B.Tec., and G.C.S.E. etc. Courses. This is a temporary, one year post.

Social and Compensatory Education Section, L.I.

Required to teach Horticulture/Agriculture/Basic Skills to students with Special Educational Needs on the New Horizons and other specialist courses. Applicants should have teaching qualifications and experience in the subject areas and also with students with moderate and/or severe learning difficulties.

Applicants for the above should be graduate or equivalent with sound industrial/commercial experience and/or relevant qualifications.

Salary Scales: L.II £8,595 - £13,656 L.I £8,543 - £11,865

For further information and application forms, please contact Mrs. A. Burt.

Assistant Principal, Staffing Officer, Peterborough Regional College, Peterborough PE1 4DZ. Telephone: 01753 57260.

(14045)

BOROUGH OF SOUTH TYNESIDE

EDUCATION DEPARTMENT

SOUTH TYNESIDE COLLEGE

Department of Catering and Creative Studies

Art and Design Section

Lecturer Grade 1 - Fashion Design/Illustration

Applications are invited for a second year course (Y2) to teach design, illustration, forecasting, pattern making, garment manufacture and design for print.

Suitably qualified applicants should preferably have previous involvement with BTEC courses together with appropriate industrial experience.

Lecturer Grade 1 - Visual Studies

Applications are invited for a Lecturer (Grade 1) to teach Visual Studies and History of Art and Design on the first Diploma Course. Duties will include the teaching of G.C.S.E. and 'A' level Art and the Organisation of Art and Design within the Hairdressing Section.

Suitably qualified applicants should preferably have previous involvement with BTEC and/or 'A' level courses and appropriate industrial experience. Further particulars can be obtained from the Principal, South Tyneside College, George's Avenue, South Shields, Tyne and Wear, NE34 6ET, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.

MID-CORNWALL COLLEGE OF FURTHER EDUCATION

SALTASH CENTRE

CHURCH ROAD, SALTASH, CORNWALL PL12 4AE

Required for 1st September 1987 or as soon as possible thereafter

Lecturer Grade I in Computing

To assist teaching on the BTEC National Diploma in Computer Studies. This is a new course for the Centre and is seen as an important development. Applicants will also be expected to teach general computing to students on a wide range of vocational courses, as well as 'A' level Computer Science. Applicants should preferably have recent industrial or commercial experience, teaching qualifications and experience are desirable.

Salary Scale Lecturer I

£6843 - £13,656

Further information and application forms are available, upon receipt of a stamped, addressed envelope, from The Principal, Mid-Cornwall College of Further Education, Palace Road, St Austell, Cornwall, PL25 4BW.

Closing Date - Friday 19th June 1987

(13374)

CORNWALL COUNTY COUNCIL

Further particulars and application form may be obtained from the Principal, Frederick Road, Bafford M8 8PU, Tel: 061-736 6541, to whom completed forms should be returned by 19 June 1987

SALFORD COLLEGE OF TECHNOLOGY

(13375)

COLLEGES OF FURTHER & TERTIARY EDUCATION

DUDLEY METROPOLITAN COLLEGE

Equal Opportunity Employer
DUDLEY COLLEGE OF TECHNOLOGY

LECTURERS 1-25, £43-211,865

(a) For Vocational Preparation Courses for Minority Languages Speakers in the School of Art Design and Community Education. The person appointed will primarily be involved in teaching the Communications/ESL elements of Linked Skills Courses and in teaching the English Language Foundation Course to ethnic minority students.

(b) For Literacy/Numeracy Provision for Ethnic Minority Students. A person is sought to teach Literacy and Numeracy skills to ethnic minority students in the School of Art Design and Community Education, and to join the team of Literacy/Numeracy tutors of ESL, literacy and numeracy.

Experience of working with ethnic minority students and knowledge of the related cultural issues will be an advantage for both the above posts. The College is committed to a better multi-racial and multi-cultural society.

(c) In Electrical Installation Work - applicants qualified to teach in City and Guilds 236 Electrical Installation course to include and including a certificate in the ability to teach on any of the following courses would be an advantage.

VTS Electrical Installation/Alarm Systems
C&G 185 Alarm Systems
C&G 234 Electronic Services

BTEC First & National level courses in Electrical and Electronic Engineering.

Minimum qualifications - City & Guilds Part 1 Technical Certificate in Electronics with HNC and/or previous teaching experience preferred.

Details and application forms from The Principal's Secretary, The Broadwater Building, West Midlands D11 4AB. (43585) 220026

STAMFORD COLLEGE

LECTURER I Full-time

Required from 1st September 1987 in Hotel and Catering Studies to teach on BTEC Diploma in Hotel Catering and Institutional Operations and Leisure Studies. Must offer at least TWO from Costing and Control, Front Office Operations, Sales and Marketing, Tourism.

Details of this post and application form may be obtained from the Principal, Stamford College, Drift Road, Stamford, Lincs PE9 1XA.

Completed forms to be returned by 19th June 1987.

Lincolnshire County Council

ENFIELD LONDON BOROUGH OF

ENFIELD COLLEGE

Applications are invited from suitably qualified persons for the following SENIOR LECTURER POSTS:

DEPARTMENT OF BUSINESS AND COMMERCIAL STUDIES
SENIOR LECTURER IN BUSINESS STUDIES

From 1 September 1987 or as soon as possible thereafter. The Senior Lecturer will undertake responsibility for business studies courses with particular reference to the information technology input to BTEC National and First Level Awards.

The person appointed will also be responsible for the development of a range of information technology courses and in teaching the Communications/ESL elements of Linked Skills Courses and in teaching the English Language Foundation Course to ethnic minority students.

Applicants should have a degree or HND in Business Studies, or equivalent qualification, and experience in further education. Industrial experience will be an advantage.

Applicants should possess an appropriate Degree/Fractional experience, an interest in Computing and/or a teaching qualification, an advantage. Opportunity to teach to a higher level may be available for suitably qualified candidates. Salary: £15,000 - £18,350 (Award pending).

For both posts, applications forms and further details from the Director of Education, F.E. Senior Lecturer (including London Valuation) £16,665.

Application forms and further details from - The Principal, Enfield College, 73 Church Street, Enfield, EN3 5AA (Tel: 01-443 2434 quoting the appropriate reference number).

Completed application forms should be returned to the Principal by Friday 19th June 1987.

An equal opportunity employer. (28295) 220026

BRISTOL COLLEGE OF FURTHER EDUCATION

LECTURER I

Applicants should be graduates in Mathematics and also hold a professional teaching qualification. Application forms and further details from the Principal, Bristol College of Further Education, Church Lane, Brislington, Bristol, BS40 5AA. (43585) 220026

GRAMPIAN REGIONAL COUNCIL

ABERDEEN COLLEGE OF COMMERCE

SENIOR LECTURER 'A' IN SECRETARIAL STUDIES

Applicants should possess a Diploma in Commerce, or equivalent qualification, and have relevant experience in the field of further education.

Post involves teaching Secretarial Skills subjects to BTEC, BND, Degree, and Post Graduate level; administrative duties of a commercial nature.

Salary scale: £14,465 - £18,350 (for £18,351 dependent on experience and level of work undertaken).

LECTURER 'B' IN MATHEMATICS/STATISTICS

Post involves teaching Mathematics and Statistics to students following a range of courses from S.E.C. to National Certificate.

Applicants should possess an appropriate Degree/Fractional experience, an interest in Computing and/or a teaching qualification, an advantage. Opportunity to teach to a higher level may be available for suitably qualified candidates. Salary: £15,000 - £18,350 (Award pending).

For both posts, applications forms and further details from the Director of Education, F.E. Senior Lecturer (including London Valuation) £16,665.

Application forms and further details from - The Principal, Aberdeen College of Commerce, 73 Church Street, Aberdeen, AB9 8AA (Tel: 01-443 2434 quoting the appropriate reference number).

Completed application forms should be returned to the Principal by Friday 19th June 1987.

An equal opportunity employer. (28295) 220026

HAMPSHIRE COUNTY COUNCIL

LECTURER I

Applicants should be graduates in Mathematics and also hold a professional teaching qualification. Application forms and further details from the Principal, Hampshire College of Further Education, Church Lane, Brislington, Bristol, BS40 5AA. (43585) 220026

HAMPSHIRE BASINGSTOKE TECHNICAL COLLEGE

LECTURER I

Applicants should possess a Diploma in Commerce, or equivalent qualification, and have relevant experience in the field of further education.

Post involves teaching Secretarial Skills subjects to BTEC, BND, Degree, and Post Graduate level; administrative duties of a commercial nature.

Salary scale: £14,465 - £18,350 (for £18,351 dependent on experience and level of work undertaken).

LECTURER 'B' IN MATHEMATICS/STATISTICS

Post involves teaching Mathematics and Statistics to students following a range of courses from S.E.C. to National Certificate.

Applicants should possess an appropriate Degree/Fractional experience, an interest in Computing and/or a teaching qualification, an advantage. Opportunity to teach to a higher level may be available for suitably qualified candidates. Salary: £15,000 - £18,350 (Award pending).

For both posts, applications forms and further details from the Director of Education, F.E. Senior Lecturer (including London Valuation) £16,665.

Application forms and further details from - The Principal, Basingstoke Technical College, 73 Church Street, Basingstoke, RG24 0AA (Tel: 01-443 2434 quoting the appropriate reference number).

Completed application forms should be returned to the Principal by Friday 19th June 1987.

An equal opportunity employer. (28295) 220026

HARTFORDSHIRE COUNTY COUNCIL

LECTURER I

Applicants should be graduates in Mathematics and also hold a professional teaching qualification. Application forms and further details from the Principal, Hampshire College of Further Education, Church Lane, Brislington, Bristol, BS40 5AA. (43585) 220026

HILLINGDON LONDON BOROUGH OF

LECTURER I

Applicants should be graduates in Mathematics and also hold a professional teaching qualification. Application forms and further details from the Principal, Hampshire College of Further Education, Church Lane, Brislington, Bristol, BS40 5AA. (43585) 220026

HOUNSLOW HOUNSLOW BOROUGH COLLEGE

LECTURER I

Applicants should be graduates in Mathematics and also hold a professional teaching qualification. Application forms and further details from the Principal, Hampshire College of Further Education, Church Lane, Brislington, Bristol, BS40 5AA. (43585) 220026

HULLINGDON LONDON BOROUGH OF

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LONDON BOROUGH OF HAVERING

HAVERING TECHNICAL COLLEGE

Required as soon as possible:
SENIOR LECTURER
In Electronics and Robotics

SENIOR LECTURER
In Electrical Engineering

LECTURER II/ SENIOR LECTURER
In Electronics and Communications Engineering

LECTURER II
Management

LECTURER II
Accountancy

LECTURER I
Design

LECTURER I
Computing/Information Technology

Salary: Senior Lecturer - £13,341 to £18,599
Inclusive
Lecturer II - £9,321 to £14,382
Inclusive
Lecturer I - £7,569 to £14,382
Inclusive

Please send stamp for further details and application form to The Principal, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex, RM11 2LL.

Closing date for applications: 23 June 1987. (42800)

WALTHAM FOREST COLLEGE

For Further and Higher Education

School of Engineering (Mechanical, Electrical & Electronic)

Lecturer Grade I in Electrical Installations

From 1st September 1987.

Candidates must have obtained considerable practical experience in the electrical contracting or maintenance industry, and will need a thorough knowledge of current I.E.E. Wiring Regulations. Teaching duties will include practical and theoretical subjects at craft and technician levels. Academic requirements up to H.N.C. Full Tech. Cert. or CGLI 'C' Certificate level.

Salary: Lecturer Grade I £7,569 to £12,591 inclusive according to age and experience.

Application form and further details from the College Personnel Services Officer, Waltham Forest College, Forest Road, London E17 4JH. Tel: 01 527 2311 Ext. 259.

Closing date 19th June 1987.

Waltham Forest is a multi-racial area, and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of race, colour, creed, ethnic or national origins, age, disability, marital status, sex or sexual orientation.

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COLLEGES OF FURTHER & TERTIARY EDUCATION

ISLE OF MAN BOARD OF EDUCATION

18th June 1987. Applications are invited from suitably qualified and experienced persons to teach a range of subjects on a range of courses including C & G 705, C 706/3, C.V.E., V.T.S.

Further details and application forms are available from the Principal, Isle of Man College of Further Education, Victoria Road, Douglas, Isle of Man, IM1 1AA. Tel: 0624 23113. Closing date: 19th June 1987. (40351) 220026

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18th June 1987. Applications are invited from suitably qualified and experienced persons to teach a range of subjects on a range of courses including C & G 705, C 706/3, C.V.E., V.T.S.

BURY
METROPOLITAN

BOROUGH OF BURY
An Equal Opportunity
Employer
**EDUCATION
DEPARTMENT**
LECTURER (GRADE II -
£8,895 - £13,656 per
annum)

**Required for first September
1937 at the College of
Adult Education.**

Applicants are invited
from suitably qualified and
experienced persons for
this new and demanding
full-time leadership post. A
person appointed will have
a special responsibility
for the development of
management of new initiatives
undertaken by the college.

Forms of application
on obtainable form are
available to the Director
Education, Educational
Department, 100, Market
Street, Tel. 251 567,
by 15th June 1937.
(06475) 38000

BURY

**METROPOLITAN
BUREAU OF BURY**
An Equal Opportunity
Employer
**EDUCATION
DEPARTMENT**
**LECTURER (GRADE 1
26,843 - 213,199 per
annum)**
Required for 1st Septem-
ber, 1987 at the College
Adult Education.
Applications are invited
from suitably qualified
experienced teachers in
this full time lecturer post.
The successful candidate will
have a particular respon-
sibility for the co-ordinat-
ing and developing the
College's English as a sec-
ond language provision.

This is a new post supported by section 11 funds and is part of a broader approach to reach all sections of the post education service.

Applicants should have an awareness of the cultural and linguistic difficulties faced by the local Asian community and the ability to communicate in Punjabi and/or Urdu would be an advantage.

Forms of application obtainable from and returnable to the Director of Education, Punjab Education, Government of Punjab, Lahore.

Market Street, Bury St.
08W. (Tel: 66-705 861)
by 15 June 1987. 3800

**NOTTINGHAMSHIRE
COUNTY COUNCIL
RAMPTON HOSPITAL
Rampton, Retford, Notts.**

EDUCATION

Salary £6,845 - £1,865 p.
£7 p.w. depending on Band
(Plus Hospital Environmental
Allowance £1,064 p.a.)

As soon as possible there
is the Hospital's 'Open' Number
2244111. Applications should be
sent to the Training Officer,
Nottinghamshire County Council,
100 High Street, Nottingham
NG1 1EF. The successful candidate
will be responsible for the
teaching basic education
and social skills. They should
have a minimum of 3 years
experience with the needs of

mentally disordered. Par
work in the field of m
disorder is not essential
candidates should demon
a commitment to helping
disadvantaged/handicapped
Entry point on the

according to qualification
experience. Accommoda-
tion and/or housing is available
if required.

Application forms and f
or details are available
and returnable to the
Education Officer, Pu
Education Group, County
Bridgend, Ne

773 West 82nd Street, Nottm.
 NC22 7QP, Tel: Nottm. (0
 323318 or 823211. Cl
 data 18 June. Please quot
 F12.
 An Equal Opportunity
 player. (40248) 38

**RICHMOND
UPON THAMES**
**LONDON BOROUGH OF
RICHMOND UPON
THAMES**
(An equal opportunity)

RICHMOND ADULT & COMMUNITY COLLEGE
ADULT BASIC EDUCATION ORGANIZATION
- LECTURER II -
Salary Scale: \$8,585

**£13,686 plus £746 Out
London Allowance -**

The postholder will work as part of a team forming

develop policies and programmes appropriate to the Community Education Special Needs in Borough, and the A Basic Education Organ will work under the general direction of the Head of Community Unit.

Previous applicants automatically be reconsidered.

Forms and further details from Mrs A.M. Richardson, Principal, Richmond A. & Community College, London Centre, Clifden.

~~the Twickenham TW1 4LT~~
~~by 18th June 1960~~

LONDON BOROUGH OF BARNET DIRECTORATE OF EDUCATIONAL SERVICES YOUTH AND COMMUNITY WORKER AND CENTRE MANAGER GRAHAME PARK

SALARY: PO1 £12,690 - £13,632 per annum inclusive

If you are a successful youth and community worker, looking for new challenges, this could be your opportunity.

The Senior Worker leads a Team of full-time and part-time workers in the Grahame Park area. Their responsibilities include a youth club, adventure playground, and community development through management of extensive community use of Local Authority premises. You will need energy, experience and ability to build on the excellent progress made by the Team in recent years.

For an informal discussion of the post, contact Peter Thorn on 01-202 2757.

Closing date 18th June 1987. Ref. ADM/198
Further details and application forms available from the Recruitment Office, London Borough of Barnet, 18/17 Sentinel Square, Brent Street, Hendon, London NW4 2EN. Telephone 01 202 8282, ext. 424 (01 202 8602 outside office hours).

(16728)



EDUCATION

County Youth and Community Officer

**Salary Scale PM1: £18,441 - £20,265
(including fringe allowance)**

The postholder who is based at County Hall, Hertford, is responsible for the operation of the Youth and Community Service throughout Hertfordshire. The Service is based primarily in the Authority's Further Education Colleges and the person appointed will be expected to maintain close management liaison with College Principals and the Divisional Youth and Community Officers across the county.

The responsibilities attached to this challenging and rewarding position require substantial previous experience of the Youth Service at a senior level within a Local Education Authority. The successful candidate will need to demonstrate the ability to initiate sound policies for the continuing development of Youth work within the county and to maintain a strong working relationship with the voluntary sector.

The County Council has an attractive recruitment incentive scheme. Further particulars, including information about the recruitment incentive scheme and an application form, may be obtained from the County Education Officer (Ref. DYM/188), County Hall, Hertford, SG13 8DF, telephone Hertford 558627. Closing date for receipt of applications is 22nd June 1987. (16729)



**Hertfordshire
County Council**
An Equal Opportunity Employer

YOUTH AND COMMUNITY WORKER

£11,943 p.a. - £13,335 p.a.

Required for Goldcrest Youth Centre in New Addington which is a purpose-built Centre on a large housing estate. The Centre offers a wide range of provision, and experience of working with a large staff team is essential.

This is a challenging post requiring a senior worker with great skills and commitment.

A casual user's car allowance is payable, and accommodation may be available.

For an informal discussion about the post, contact Bernard Doosell or Bill Walker on 01-760 8468.

Application forms and further details from the Director of Education (YSA), Room 5/17, Taberner House, Park Lane, Croydon CR9 1TP. 01-760 6598. Closing date for applications: 19th June 1987. (16730)

CROYDON

Youth and Community Service

HAMPSHIRE

ALTON COLLEGE AREA YOUTH AND COMMUNITY WORKER
Required for Alton and surrounding villages. We are seeking an energetic and enthusiastic person, with experience in youth work, to provide an advisory service to young people with disabilities. Salary Scale Burnham FE Lecturer 1. Further details may be obtained from the principal, Alton College, Alton, GU34 2LX (Tel: Alton 88118). Applications, including CV and names and addresses of two referees to be received by 19 June 1987. The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. 440000 (02303)

OXFORDSHIRE COUNTY COUNCIL YOUTH ADULT DEVELOPMENT PROJECT

JNC III 4-8
A qualified person is required to develop new and imaginative ways of working in line with the Thompson report in Wantage and its immediate area. The person will be based at the youth centre which has a strong link with the local schools and the local authority. Oxfordshire is an equal opportunity employer. For further information and details please contact Oliver Howell, Area Community Education Adviser, 25c Mill Street, Wantage, Tel: Wantage 2336. Please enclose a large 440000 (43600)

Leisure Services/Youth & Community Work Opportunities in Nottinghamshire Assistant Youth & Community Workers

**£7,416-£9,309 p.a. (Qualified)
£6,294-£7,023 p.a. (Unqualified)**

Our service is changing to meet the needs of all young people. Our new Teams of Workers will be multi-skilled to reach young people in a variety of settings. We are looking for committed workers (male or female) who are able to work in a Team and be self-motivated.

We are seeking qualified or experienced Assistant Workers in four settings in Nottinghamshire. All offer a challenge and the opportunity for an imaginative Worker to undertake development work. All are supported by a Team Leader and are part of a larger Team.

Bassetlaw Rural Development Team

Ref. CMB/1/145

The responsibility will be to assist in bringing youth service provision to small rural communities where none exists, or to supplement existing facilities. A purpose built double decker bus is the main resource of the Team.

Arnold Urban Team

Ref. CMB/2/145

The worker will be based at Redhill Youth and Community Centre and be responsible to the team leader for the youth work of the Centre.

North West Nottingham Urban Team Family of Clubs

Ref. CMB/3/145

The worker will be based at Bulwell Youth and Community Centre, and will be mainly involved in outreach work and support work of smaller clubs within the Team.

West Nottingham Urban Team Family of Clubs

Ref. CMB/4/145

An outreach worker is sought to support the work of the Team. The purpose is to make contact with young people not using existing facilities.

For further information/discussion contact Derek Olds on Nottingham (0802) 824203 or Martyn Livemore on Nottingham (0802) 824220.

Application forms and job description are available (a.s.e.) by writing to the Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, NG2 8BJ. Closing date 19 June. Please quote appropriate post title, reference when applying.

An Equal Opportunity Employer.



**Nottinghamshire
County Council**
County Hall, West Bridgford
Nottingham NG2 7CP

Education Youth Service

Experienced Youth Worker - Bedford

Salary: £9,579 - £10,683 (JNC 3-3.7)

Youth worker required for a challenging post, second in a team of three, involving building based and neighbourhood work in Central Bedford. Requires youth work and community work skills. Informal enquiries to Mr R Britton, Area Youth Officer, Telephone: 0234 228272

Youth Worker - Luton

Salary: £7,416 - £9,309 (JNC 2)

Applications are sought from suitably qualified men and women for the dual role of fostering the Arts in the Luton Youth Service and setting up and serving a Youth Forum.

Informal enquiries to Mrs Dee Hammerson, Area Youth Officer, Telephone: 0582 410810 Ext 67

How to apply for the above posts: Further details and application forms from: The Chief Education Officer (Youth Services) County Hall, Bedford MK42 8AP. Telephone: 0234 228160

Closing date: 19 June 1987

Black people are under-represented in this area of work and therefore applications are particularly welcome from members of ethnic minority groups. These posts are advertised under Section 38(b) of the Race Relations Act 1976.

Bedfordshire County Council is an Equal Opportunity Employer

(16730)



DORSET COUNTY COUNCIL EDUCATION DEPARTMENT - COUNTY YOUTH SERVICE

HENRY BROWN YOUTH CENTRE - BOURNEMOUTH

APPOINTMENT OF 1) Deputy Principal Youth Leader

JNC Range 3 points 2-8

£9,309-£10,401

award pending

2) Assistant Youth Leader

JNC Scale 1

£8,831-£9,841

award pending

Applications are invited from qualified, enthusiastic and experienced persons for these exciting and demanding posts based at purpose built premises on a large post-war housing estate.

The persons appointed will work within a team comprising full-time youth leaders, up to 10 part-timers, residential care staff, time secretary and volunteers.

In Service Training opportunities and personal support is provided and assistance with removal/reassignment expenses will be available in approved cases.

For informal discussions please telephone Bernard Dowling Bournemouth (0202) 201163.

Further details and application forms from the Area Youth Officer, Education Department, Portman House, Richmond, Surrey TW9 1ER, on receipt of a.s.e. Closing date Friday, 19 June, 1987.



Buckinghamshire County Council

An Equal Opportunity Employer

AREA YOUTH OFFICER (AYLESBURY VALE)

Salary: £14,136 - £16,933 related to Burnham

F.E. (pay award pending)

This important post, one of four Area Youth Officer posts within the Youth and Community Service, carries responsibility for managing, developing, supporting and advising on youth work initiatives in the Aylesbury Vale area.

The youth workers in Aylesbury Vale are developing a range of innovative projects for young people and in particular a rural youth work project which has acquired a national reputation. Applicants should have appropriate qualifications and experience to lead this dynamic and committed team of 13 full-time colleagues.

This service has a staff development policy which has been accredited by CETYOW.

For informal discussion please contact Mike Counsel, County Youth and Community Officer (Youth), on Aylesbury 38500 Ext. 674. Further details and application forms from Chief Education Officer, (Ref. J18), County Hall, Aylesbury, Bucks. HP20 1UZ.

Closing date: 19 June 1987.

COMMUNITY ORGANISATIONS DEVELOPMENT WORKER - AYLESBURY

Salary: JNC 4 (3-7) £11,046 - £12,327

This post will be of interest to qualified staff wishing to work with adult community groups. It offers opportunities for leading with and encouraging the development of new groups throughout the county. The person appointed will work largely through the Buckinghamshire Federation of Community Organisations, offering advice, developing social, educational and recreational activities for its members, and assisting in the formation of new community associations. The worker will be based in the Buckinghamshire Federation of Community Organisations office and will work closely with other staff in voluntary organisations.

Applicants should be suitably qualified Teachers or Youth and Community Workers. For informal discussions telephone Shirley Stokes, County Youth and Community Officer (Community) on Aylesbury (0298) 385000 ext 660.

Application forms and further details from the Chief Education Officer, (Ref. J18), County Hall, Aylesbury, Bucks. HP20 1UZ.

Closing date: 19 June 1987

(16748)

Warwickshire County Council Education Department Youth Service

Applications are invited from qualified youth and community workers or teachers for the following posts:

NEWBURY - NEW YOUTH AND COMMUNITY PROJECT
(1) Senior Youth and Community Worker - JNC Range IV, 1-5 (ref. SP/PAW/Bed.1) currently £10,401 - £11,686
(2) Youth and Community Worker - Initially for one year JNC Range II, 1-5 (ref. SP/PAW/Bed.2) currently £8,831 - £10,122

The postholders will work as a team, with part-time worker support, to support the existing provision and develop a range of imaginative and innovative approaches to meet the needs of young people in the Newbury Heath, Exhill and Keresley neighbourhoods of Bedfordshire. **KINGSBURY - YOUTH CENTRE AND SPORTS HALL**
Youth and Community Worker - JNC Range III, 1-5 (ref. SP/PAW/Kingsbury) currently £9,841 - £10,122

The postholder will be responsible for the work of the Kingsbury Youth Club, the programming of community use of the purpose-built sports hall, and developing other initiatives to meet local needs. Assistance, to a maximum of £1,260, will be granted towards removal expenses in approved cases.

For an informal discussion about these posts, telephone the Area Youth Officer, Bryan Ede, on 0243 382815. Application forms and further details from the County Education Officer, 22 Northgate Street, Warwick, CV34 4SR. Please enclose S.A.E. 9" x 6" and clearly state reference of the post in which you are interested.

Closing date for applications - 22nd June, 1987.
WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER (16758)



WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

YOUTH OFFICER (DEVELOPMENT) £13083 - £14520

Responsible for the professional development and in service training of full and part-time Youth leaders to meet the changing demands which the Youth Service faces with particular emphasis on detached and alternative youth work. A Youth and Community Work Certificate or Diploma together with experience in staff development are essential.

Application form and further particulars from DIRECTOR OF EDUCATION, Municipal Buildings, Cleveland Street, Birkenhead, Merseyside L4 6NH (051-647 7000 ext. 600) returnable by 18 June (16757)

YOUTH & COMMUNITY

continued

SOLIHULL EDUCATION COMMITTEE

RE-ADVERTISEMENT

PROJECT LEADER: Pilot Project TO PROMOTE SOCIAL RESPONSIBILITY AMONG YOUNG PEOPLE

This is a new post, jointly funded by Solihull and Leamington. The Department of Education and Science, through an Education Support Grant, to involve young people in a range of community activities through inter-agency co-operation. The Project Leader will help establish a Community Education Agency based at two 11-16 comprehensive schools in modern buildings.

Applications are welcomed from experienced teachers and community workers with a proven ability to organise, motivate and relate well to other people.

The salary will be in accordance with the scales for Youth and Community Service Officers, Main Range, Points 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. (16759)

Application forms and further details are available from the Director of Education (Ref. D11), County Hall, Solihull, West Midlands, B37 3DU.

Previous applicants will be automatically reconsidered.

Closing Date: 19th June 1987. 440000 (43933)

DERBYSHIRE COUNTY COUNCIL

Please send display advert placed on 2nd June 1987.

under Secondary. 440000 (43898)

SHERBOROUGH COUNTY COUNCIL

Applications are invited for SENIOR YOUTH WORKER

overseas. Ref. 1987/1

The person appointed will have considerable experience of youth work and be capable of giving non-hierarchical supervision to 3 youth workers in the South Wren District Town, based in Taiford.

Overseas is a small estate with no youth service facilities and therefore requires innovative techniques to teach and respond to young people's needs.

Inter-agency staff development officer. House removal facilities available.

Salary: JNC Range 4, points 2-8. £13,083 - £14,520 p.a. for approved additional qualifications.

Application forms and further details from the County Education Officer, Sherborne, Dorset, DT9 8JL. Telephone (01929) 551111. Closing date 19th June, 1987. (35373) 440000

Overseas Appointments

BELGIUM

Two well qualified and experienced teachers are required for September to teach two of the following subjects: French, history, geography and computer science. The names of two referees and a contact telephone number should be sent to: The Headmaster, A.S.P.K., 938 Lange Looze, Antwerpen, Belgium. (16723) 460000

CALIFORNIA

English family in Los Angeles seeks infant teacher as live-in nanny for 5 children aged 2 & 3, 130Wk, plus keep & share car. Minimum 1 year from July/August. Interviews in London in June. Please send CV to: Mrs. J. Lane, PCIM 48X, (16997) 460000

For further details and an application form, contact: Gabbitts-Thring Recruitment, 6-8 Saville Street, London W1X 2BP. Tel: 01-734 0161. (35344) 460000

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OVERSEAS POSTS
continued

KUWAIT

EFL TEACHERS are required for one year contracts from late August. Male, native English speakers, bachelor status, aged under 45, graduates with at least two years' TEFL experience. Good salary with usual benefits. Recruitment, Riding House St., London W1A 3AT (Tel: 01-460 4351) for further details & application form. (35055) 460000

KUWAIT

Required September 1987. Secondary Teacher of General Science. Renewable contract. Ten-year salary, free accommodation, annual passage. Single teachers or married teaching couples without children. Send C.V. recent photograph, telephone number of ref. and ref. to Head Master, c/o Shore Cottages, 411, West Yorkshire, L24 4LL, West Yorkshire. Interview in London July (35359) 460000

NETHERLANDS
OF AMSTERDAM

Seeking a teacher of English for pupils 12-18 years, beginning mid-August. EFL experience advantageous. Interviews in London early June. Please send C.V. soonest including your phone number, open letters of reference if available, names and addresses of 3 referees (to include one for your present post) to Box 18A, European Council of International Schools, 218 Lavant Street, Petersfield, Hants. GU33 3EL (35373) 460000

SPAIN

Primary or secondary school teacher wanted for established school of English near Barcelona. Interest in drama and music essential. Please write giving CV to Aptos Corresponding, Granollers, Barcelona, Spain. (35545) 460000

NETHERLANDS
INTERNATIONAL SCHOOL

Seeking a teacher of English for pupils 12-18 years, beginning mid-August. EFL experience advantageous. Interviews in London early June. Please send C.V. soonest including your phone number, open letters of reference if available, names and addresses of 3 referees (to include one for your present post) to Box 18A, European Council of International Schools, 218 Lavant Street, Petersfield, Hants. GU33 3EL (35373) 460000

SPAIN

We wish to appoint a DIRECTOR OF STUDIES to our large language school in NE of Barcelona. Excellent long-term opportunity for suitable person with experience in employment are offered. Further details & application form from Mr. S. Norris, c/o Argentea 19, Vic (Barcelona), Spain. (35701) 460000

NEW ZEALAND
HUNTLEY SCHOOL

Applications are invited for the post of **DEPUTY HEAD** and **DIRECTOR OF MUSIC** at Huntley School, Marton, New Zealand for February 1988. Huntley is an Anglican boys' preparatory school with a roll of 110 boarders and 40 day boys. The school stands in 25 acres of its own land in a rural area of the country. The school has its own chapel. Accommodation provided. Applications should be made to: The Headmaster, Huntley School, P.O. Box 225, Marton, New Zealand. (35576) 460000

SPAIN

THE ANGLICAN SCHOOL

Qualified EFL staff required September 87 to June 88. 25 contact hours, contracts and work permits. Interviews in England during July. Applications in writing to The Director, Forvisir, c/o 36, Villa, 43000, Tarragona, Spain. (35558) 460000

SPAIN
INTERNATIONAL PRIMARY

Urgently required for September 1987. 14 year olds. Some Geography. Help with homework and other games. Enthusiastic and dynamic. Participation in field trips, skiing, canoeing, etc. 3) PRIMARY TEACHER for 4 year olds. For Primary. Must be able to teach English. Minimum 2 years experience. Send EXHIBIT: P.O. Box 117, which must include tel. no., names and addresses of candidates and a recent reference. International Primary School, Roma Jordan 3, 28016 Madrid, Spain. Aften. The Principal. (35558) 460000

SPAIN

TEFL teachers with experience required to work in Barcelona starting Sept./Oct. 1987. Please send C.V. with photograph, hand written letter with references and TEFL certificate (if applicable) to: Spanish School of Languages, via Augusta, 59, 470, 48000 Barcelona, Spain. Interviews to be held in London during July. (35558) 460000

SPAIN

Vacancies for EFL, English and French of Studies, in 1987 - June 1988. Qualifications: Degree in English, Linguistics, or TEFL. Applications by mail, enclosing curriculum vitae, testimonials, and references, to: Director, c/o 36, Villa, 43000, Tarragona, Spain. Tel: (35) 5558 (35558) 460000

OVERSEAS POSTS
continued

SPAIN

Enthusiastic Graduates wanted to teach EFL in Northern Spain. Experience with children and a knowledge of Spanish preferred. Please send C.V. & a recent passport size photo. Hand written applications only please to: Pym's Languages Centre, Murrumbidgee St. 1A, Prose, Durango, Vizcaya, Spain. (35508) 460000

SPAIN

Applications are invited for the following positions for September in a Bi-Lingual School in Barcelona: Pre-School Teachers for the 3-4 year age group. All applicants should be suitably qualified. Applications with photograph, telephone number and full details of background and experience to: Headmaster, St. Paul's School, Avenida Pizarro 45, 08004 Barcelona. (35803) 460000

SPAIN

TEFL teachers with experience required to work in Barcelona starting Sept./Oct. 1987. Please send C.V. with photograph, hand written letter with references and TEFL certificate (if applicable) to: Spanish School of Languages, via Augusta, 59, 470, 48000 Barcelona, Spain. Interviews to be held in London during July. (35558) 460000

SUDAN

Co-educational, English type leading to London GCE 'O' Levels. Required for August 1987. Upper School (aged 11-17) Teacher of Chemistry. Recently retired teachers welcome. Free tuition available. Applications with detailed CV and names of 3 referees by June 2, 1987 to: E. O. M. Salim, c/o 36, Villa, 43000, Tarragona, Spain. Tel: (35) 5558 (35508) 460000

SUDAN

Teachers interested in teaching in Khartoum, please contact: At 084 - 460000 (45983)

SWEDEN

TEFL in Sweden. Posts are of two types. Type A involves ESP, Company and Cambridge courses. Applicants must have a minimum of 2 years previous full-time experience and the full RSA TEFL Diploma or equivalent. Type B involves the teaching of General English to adults, with some work in state schools. Candidates must have qualified teacher status in the UK or a Degree and a UK TEFL qualification. For both types of applicants a CV and a recent passport size photo must be sent between 25 and 40. For further information and application form send a stamped addressed envelope to: International Language Services, 14 Rolleston Street, Salisbury SP1 1SD (35972) 460000

TANZANIA

International School Moshi (10 pupils 5-18 yrs., 110 boarders) seeking a French Teacher for secondary school to include International Baccalaureate standard. 2. Enthusiastic qualified teacher with endless commitment to act as Boarding Parent for approximately 24 girls, plus some teaching duties. Two year renewable contract beginning August. Net salary/benefits package ranges from US\$9,575 to 12,920, mainly paid in US Dollars, plus free housing. Interviews in London during July. For further details and on application form please send a postcard only to Box 18A, European Council of International Schools, 218 Lavant Street, Petersfield, Hampshire GU33 3EL. (35544) 460000

TURKEY

Creative and motivated Director of Studies required to take charge of a growing language school in Bursa. Applicants should have a BA Dip in English or equivalent; teachers also required to start now or in September. Applicants should have degree in any subject and EFL qualification. Newly qualified teachers are welcome to apply. Send CV together with a brief letter outlining your reasons for applying to: Language School Appointments, (Turkey), 3, De Lancey St., London NW1 7RX. Tel: 01-387 0555. (35563) 460000

WEST GERMANY

Europrachschule, Siegen, requires qualified and experienced English teacher from 1st Aug. Knowledge of German and Commerce an advantage. CV to: Mr. S. Lyons, c/o Bradenot, P.O. Box 10, Gerdert, Chippendale, Wiltshire SN15 (35714) 460000

TURKEY

THE TURKISH EDUCATIONAL SOCIETY KAYSERİ COLLEGE ARE REQUIRED FOR SEPTEMBER 1987 IN ENGLISH. Contracts are for two years initially, full air fares and baggage allowance being payable at the beginning and the end of the contractual period. Family accommodation is free and attractive salary, 60 days in summer and 15 days in winter paid vacations. One third of the salary is transferable to the U.K. The candidates who have bachelor degree and a teaching certificate from department of education and science are preferred. For further details and information please telephone as soon as possible Mr. R. Shaker 01-435 0911 or 01-445 6767. Address: 194 Kentish Town Road, London NW5. (35561) 460000

DON'T MISS THE BOAT!

ENGLISH TEACHERS FOR HONG KONG

The British Council has been asked to recruit for and to manage an exciting new English Language teaching project in Hong Kong.

A few teachers are still required for a two-year pilot project to help strengthen the teaching of English in Hong Kong secondary schools. If successful, the project is likely to be extended and expanded.

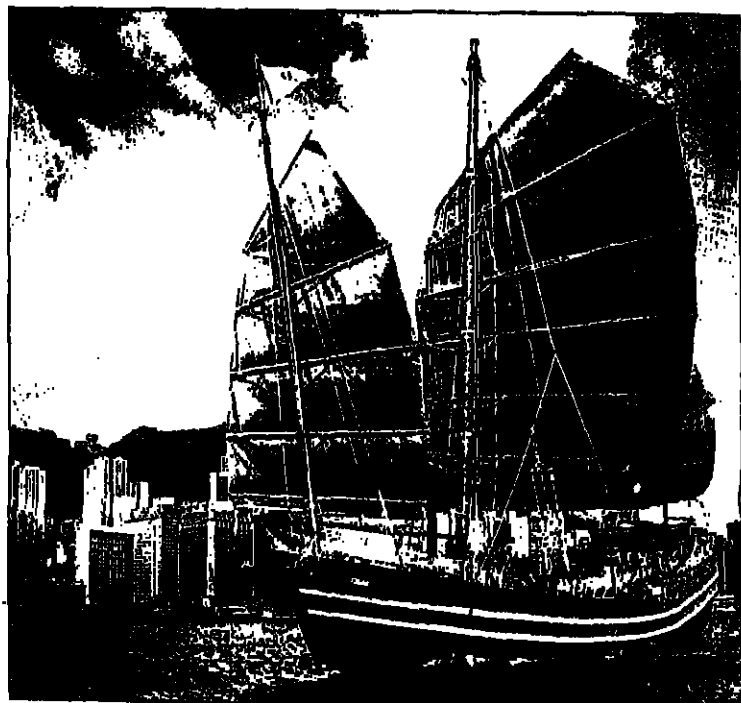
Hong Kong is a unique city, scenically and politically and has a varied cosmopolitan life-style. It is also an excellent base for travel to China and around the Far East.

Contracts will be with The British Council and will be for two years from August 1987. Salaries are in the range of HK\$7,900 to HK\$15,855 per month (\$1 = HK\$12.7 approx.). Further benefits include return passage, baggage allowance, housing contribution, medical insurance scheme, and terminal gratuity or contribution to pension scheme.

Qualifications

- First degree (English or Modern Language preferred) plus PGCE, or B.Ed.
- At least one year's teaching experience (except primary).
- Plus, preferably, a TEFL qualification.
- Teachers must be native English speakers.

Posts are open to single teachers or married couples without accompanying children.



Further details Send large stamped addressed envelope to Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA. The closing date for applications is Wednesday 17th June. Please quote reference: 87A/26-45.

The British Council

Effective English for International Business

Nijenrode, the Netherlands School of Business, has, since its foundation, focussed on international business practice, as have the many Dutch-based corporations supporting this university. In the curriculum of Nijenrode this had led to a strong emphasis on language skills, especially in English, the lingua franca of international business. Students learn these skills not only through formal training but also through every day contact with those students and teachers on campus who come from abroad.

Within this setting the Applied Linguistics Department of the Faculty of Nijenrode trains students to operate effectively and efficiently in international business by teaching four languages, of which English is compulsory. In the Department's staff of ten native speakers there is now a full time vacancy for a male or female

and help develop computer-assisted language programmes. Moreover he or she will contribute to the ever-widening range of inservice EFL courses held at Nijenrode's Management Development Centre.

Candidates should be native speakers of English, hold an Honours Degree or equivalent in English or Modern Languages, have a post-graduate qualification in TEFL/TEFL/TEFL/TEFL and have at least 2 years' experience in teaching EFL/ESP. A minimum of two years' experience in teaching abroad is required. Those applying should have initiative and be able to work independently. Some active contribution to campus life is expected.

In accordance with Dutch university custom, Nijenrode offers a temporary contract which may be changed to a permanent one after two years. Salary is in the range Dfl. 3,196,- to Dfl. 6,854,- (gross monthly), with benefits according to government regulations.

Applications with full curriculum vitae and names of two referees should be sent within fourteen days of the appearance of this announcement to Mr. L.Th.R. Wijchers, personnel director Nijenrode, The Netherlands School of Business, Straatweg 25, 3621 BG Breukelen, The Netherlands.

Nijenrode
Universiteit
voor bedrijfskunde

Nijenrode is a university for business studies, recognized by the Ministry of Education and Science, catering to 600 students (including international students), and is located between Amsterdam and Utrecht.

SAUDI ARABIAN INTERNATIONAL SCHOOL BRITISH/DUTCH SECTION

This prestigious large independent school in the Middle East is seeking staff for the following posts in September 1987:

ENGLISH, ENGLISH AS A SECOND LANGUAGE INFORMATION TECHNOLOGY AND COMPUTER AIDED LEARNING

Fully qualified married couples or single men are required with infant, junior or middle school experience. Independent school, common discipline and of overseas experience in information technology. A generous salary and benefits package. Free accommodation. Free school fees. Water, electricity, gas, medical, health care.

Two year contract, renewable annually, renewable by mutual consent. Annual salaries for teachers, up to and up to two children. Car loan.

Business allowances. Married couples have individual overseas contracts. Teachers are U.K. citizens or equivalent. The school, founded in 1980, moved into its state-of-the-art purpose built facility in 1985. It is extremely well equipped, fully air conditioned with state-of-the-art facilities. A high standard of education for expatriate British/Dutch and other nationalities. A school in a large, cosmopolitan city. The climate is hot with high humidity, moderated by the sea breeze. The school is well equipped with modern facilities. The school is well equipped with modern facilities. The school is well equipped with modern facilities.

Please send two copies of your CV, letter of application and references of two referees and recent photograph to Dept. 22, P.O. Box 10, Bahrain. Closing Date: 30 June 1987.

INTERNATIONAL SCHOOL MILAN ITALY

has the following vacancies for September:

- Teacher of Mathematics to 'A' Level. Interest in Computing/Physics helpful but not essential.
- Teacher of P.E. in lower school (pupils 6-11 yrs).
- Teacher of Infants/Juniors.

The school offers a full British curriculum to over 520 pupils 3-19 yrs, and seeks staff who will participate in its ambitious programme of curriculum innovation.

Applicants should send their full C.V. by Swiftair (including names, address and telephone numbers of three professional referees) to the Headmaster, International School of Milan, Via Bezzola 5, 20153 Milan, Italy. Telephone Number 010-36-2-4524748.

HEADMASTER/HEADMISTRESS BILINGUAL SCHOOL/ ENGLISH-SPANISH

Barcelona. 4,500,000 ptas. p.a. (approx.) = (21,504 £)

The successful candidate will enter a school with pupils in Nursery, Infants, Junior, E.G.B. and B.U.P. and will be responsible for education within the school and will also co-ordinate and supervise administrative, maintenance and external relations. He/she must have a university degree, be fluent in English and Spanish (spoken and written), and be able to demonstrate previous experience of a school or college as Headmaster/Headmistress of a school or college. We wish to emphasise the excellent professional and the great potential that exists for future development.

ICSA Please send complete C.V. to ICSA (Munich), 08022-Barcelona stating reference 7325A on an envelope, and supplying telephone number where you may be contacted.

The British Institute Oporto seeks Qualified Teachers of EFL

Minimum qualifications: Degree or teaching qualification plus RSA Prep. Certificate in TEFL and two years experience.

Benefits include: Accommodation, air fares, baggage, allowances, medical, insurance scheme, approximately 3 months paid leave per annum. Please apply with full C.V. to:

Director of Studies
Instituto Britanico
Rua do Bréyer 155
4000 Porto
Portugal

Deadline for applications: 27 June 1987.

PRIMARY/MIDDLE SCHOOL TEACHERS

For September 1987. The school is independently funded with 900 pupils aged 4-13 years on roll, and provides education up to common entrance level mostly for families of British expatriates.

Tax free salaries (paid in Saudi Riyals) currently in the range £9,850-£12,500 approx. (At rate of exchange SR6.3 : 1) with free furnished accommodation, annual return air fare etc.

Applicants should preferably be single men or childless married teaching couples, although exceptionally, consideration will be given to others. All candidates must be British trained.

We are looking for teachers with varied subject backgrounds who are able to offer some specialism together with general class teaching.

Please send two copies of your cv, letter of application, names and addresses of two referees and a recent photograph to: Dept. W, Paces, 69 Ebbotston Gardens, St. Helens, WA10 3BN, before 22 June 1987. Interviews in London 1/2/3 July.

(15879)

EFL Teachers BARCELONA

A well-established and expanding language school seeks a number of qualified and experienced staff to join their growing team of professionals in the exciting and dynamic olympic capital of Catalunya. If you wish to broaden your experience and seek space for professional development within a market context apply now.

Successful candidates will be able to offer a minimum of THREE of the following: BA Eng or Mod Lang; PGCE; Cert Ed; RSA Dip or Prelim; Spanish; one yrs full-time TEFL exp; two yrs teaching exp; VSO.

Competitive local salaries. Nine month renewable contracts in first instance. For further details please send full CV, two recent passport photos, contact phone number and names of two referees to: Director of Studies, Apdo 19122, 08090 Barcelona, Spain, quoting ref TES-8-87. Interviews Barcelona July; UK 3rd wk August.

(15880)

17-2122

CHALLENGING OPPORTUNITY IN EDUCATION INSPECTOR FOR HUMANITIES

£22,000 pa

The Inspectorate in Cambridgeshire has recently been restructured and now seeks to complete the team with an appointment to the curriculum area of Humanities, with particular expertise in History.

Applicants should have commitment, expertise and enthusiasm for the various aspects of the role - generalist and subject specific - within which they will support the work of the Education Service.

The post has four major elements:

- 1) the generalist or pastoral responsibility for a group of schools
- 2) the development of curriculum and staff
- 3) subject or curriculum area expertise
- 4) evaluation and monitoring

(Previous applicants need not re-apply.)

Application forms and further details from Mrs. B. Rowlandson, Education Personnel, Castle Court, Shire Hall, Cambridge, Tel. 317920. Closing date 28th June 1987.

CAMBRIDGESHIRE

An Equal Opportunity Employer

EDUCATION DEPARTMENT

Pickup Development Manager

Soubury Grade 6 £15,648-£17,031 inclusive. Funding has been made available by the Department of Education and Science and the Local Education Authority to establish a PICKUP Development Unit. You would be responsible for establishing a borough-wide approach to the marketing, development and delivery of short courses for industry and commerce, as well as the relevant support mechanisms, including staff development. The post would offer an excellent opportunity to a well-organised, self-starter with experience of industrial liaison and a knowledge of further and/or higher education. In the first instance, funding is available from October 1987 until the end of March 1988, although there is a possibility of the project being extended. Applicants seeking secondment from their current employment are welcome to apply. For further details and an application form contact the Director of Education, The Civic Centre, Lampton Road, Hounslow TW3 4DN. Tel 01-870 7728 ext 3621. Closing date: 19 June 1987.

Hounslow
An Equal Opportunity Employer

WARWICKSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

Assistant Education Officer (Schools - Special Needs)

Salary: P.O.10, £15,243-£16,374 (under review)

Applications are invited from candidates with successful teaching and administrative experience for this post which is based in Warwick.

The postholder will be responsible to the Senior Education Officer (Schools) for the administration of the county's service for children with special educational needs.

An essential car user allowance is payable and a settling-in allowance of up to £1,280 is available in appropriate cases.

Application forms and further particulars are available from the County Education Office, 22 Northgate Street, Warwick CV34 4SR, by enclosing a S.A.E. 9in. x 6in. and clearly stating ref. SP/PAW/AEO Schools.

Closing date 18th June, 1987

WARWICKSHIRE IS AN EQUAL
OPPORTUNITIES EMPLOYER.



Warwickshire
AN EQUAL OPPORTUNITY EMPLOYER

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

ADMINISTRATIVE ASSISTANT (Training of Governors)

Salary: £14,882 - £16,011 per annum (PO 41 to 44)

Required for the Education Department, County Hall, Preston.

This is a new and challenging post. Candidates should have had recent experience of work of governing bodies and have a good knowledge of statutory framework. Previous experience in relation to the organisation and co-ordination of training programmes and new developments is desirable.

Application forms from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston, PR1 2PJ (S.A.E. please) Ref: CO 357/1/PJ.

Closing date: 9th June 1987.

ADMINISTRATION - LEA

continued

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT
INDUSTRY PARTNERSHIP
COORDINATOR, Scale 4

Kent Education Authority has made efforts for some years to achieve a close relationship between education and industry.

Following the success of pilot developments, the Authority is now seeking to expand the partnership work progressively through the appointment of Area Coordinators.

Required for January 1988, a teacher to work within designated schools in the North Kent Area.

Candidates, who may be from any discipline, will be expected to have experience of curriculum development within the Schools/Industry field.

For description and application form can be obtained from the County Education Officer, Ref. CO/PA/4, Education Department, Springfield, Maidstone, Kent, ME14 4SL. Applications should be returned by 15th June 1987. Tel: Maidstone 271411. Ext. 8445. (28055) 480000

SUTTON LONDON BOROUGH OF

ADVISORY TEACHER
Scale 5

Display advertisement under Special Education (28735) 480000

Administration General

SUMNER DIRECTOR Live-In
Graduate/Driver with youth experience direct small language instruction. Oct 87 to June 88 July 88 and or July 89 Aug 89. Pay approx £3000. TEL: 0865 553370. 500000 (42850)

SUSSEX

MICHAEL HALL (a Steiner School) seeks a Bureau Successful applicant will supervise maintenance, catering, administration and accounting in school of 575 pupils. Knowledge of Steiner's educational and socio-economic thought is an advantage. Willingness to work with a College of Teachers (no Headmaster) are necessities. Salary according to Michael Hall Teachers Scale. Apply to: Michael Hall, Forest Row, Sussex. (02315) 500000

Warwickshire County Council Education Department

Assistant Area Education Officer
P.O. (3-6) £12,555 - £13,653

Applications are invited for this post, based in Warwick, for graduates with successful teaching experience who have achieved some level of responsibility within a school or experience in local authority administration will be an advantage.

The post will involve a wide range of duties associated with the administration of schools, in particular admission of pupils to secondary schools, and the oversight of welfare matters.

The post carries an essential car user allowance; assistance with removal expenses is available in appropriate cases.

Application form and further details are available from: County Education Officer, 22 Northgate Street, Warwick CV34 4SR. Please enclose S.A.E. 9" x 6" and clearly state ref. SP/PAW/CAEO.

Closing date 19th June, 1987.

WARWICKSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER



FURTHER EDUCATION UNIT

The FEU which is an advisory, intelligence and development body for further education requires from September 1987 or as soon as possible, a

DEVELOPMENT OFFICER

To assume responsibility for work in the area of Vocational Preparation

The applicant must have worked in further education and/or training and must have experience of curriculum development, organisation and/or evaluation. Ability to work as an FEU team member, with FE/training staff at all levels in a variety of institutions and to write reports as necessary. Teaching experience in further education is essential. The Development Officer will be based in London but some travel will be involved.

Salary range £16,784 - £20,930 (under review) (including London Weighting)

The appointment will be for a period of three years with a possible extension of not more than a further two years. Secondment from present post is preferred but other arrangements are possible.

Application forms and further information are available from: The Further Education Unit, Room 5/87, Elizabeth House, York Road, London SE1 7PH. Telephone: 01-934 9424/9423.

Closing date for receipt of completed application forms is Friday 26 June 1987.

EDUCATION OFFICER GRADE PO6

SALARY £18,171 - £19,311

The Association of London Authorities represents some of London's most progressive boroughs and the Inner London Education Authority in matters of consultation with central government and in promoting best practice amongst its member authorities. It now wishes to appoint an Education Officer to its secretariat to advise the Association on all matters concerning the provision of education services.

This is a key post within the Association requiring substantial knowledge of legislation concerning education and at least two years experience in providing policy advice in an education authority. The successful candidate will be able to demonstrate an ability to analyse complex issues and provide appropriate policy papers and briefings for members of the Association. Knowledge in the provision of education services to ethnic minorities is an important prerequisite.

Application forms are available from:

Pauline Dawson
Association of London Authorities
36 Old Queen Street
LONDON SW1H 9JE
Tel: 01-222 7799

Completed forms are to be returned by no later than Friday 19th June 1987. The Association of London Authorities is an equal opportunity employer and welcomes applications from all sections of the community regardless of race, sex, sexual orientation or disabilities.

Applications for job share will be welcomed.

SEC SECONDARY EXAMINATIONS COUNCIL

Principal Professional Officer

ENGLISH

The Secondary Examinations Council requires a Principal Professional Officer to assist in its work in general and English in particular. Work areas include: Grade Criteria, GCSE, 18+ Committees, 'A' Level Scrutinies. Essential: A well qualified teacher of English, experienced in examinations work.

Terms and Conditions: Appointment until August 1990 from 1 January 1988 or earlier if possible. Candidates may wish to apply for secondment on current salary plus an allowance or a fixed term contract, salary £16783 - £20930 inc LW (under review).

Application form and further details from: Admin Team, SEC, Newcombe House, 45 Notting Hill Gate, LONDON W11 3JB. 01-229 1234 ext. 292/3.

Closing date for the return of application forms 26 June 1987.

(10098)

ADMINISTRATION - GENERAL

continued

LONDON W8

EDUCATION DEPARTMENT

TEMPORARY
EDUCATION ASSISTANT

The Commonwealth Institute wishes to recruit a temporary EDUCATION ASSISTANT who will work largely in the extra-mural service, organising educational visits by Commonwealth citizens.

Applicants should be appropriately qualified, may take some responsibility for recruitment and in-service support for the panel of Commonwealth speakers and play a major role in developing the use of data base for record keeping in the department.

Administrative skills are essential and educational experience will be an advantage. This appointment is to cover for maternity leave.

Starting salary £8,789 (under review).

Applicants should send a full CV to: The Personnel Officer, Commonwealth Institute, Kensington High St, London W8 6NQ by 18th June 1987.

Shortlisted candidates will be notified by 22nd June 1987.

The Institute is an equal opportunities employer. (35119) 600000

KIRKLEES METROPOLITAN COUNCIL

GENERAL
continued

DIRECTORATE OF EDUCATIONAL SERVICES

KIRKLEES MUSIC SERVICE

Ref: 1926

Required for September 1987 a teacher of WOODWIND SCALE 3. Whilst the ability to teach all the woodwind instruments is necessary for an above specialist.

For application form see address below.

Required for Sept. 87 teacher SCALE 3 to be Head of the KIRKLEES VALLEY MUSIC CENTRE.

Application forms and further details from the Director of Educational Services, Oldgate House, 2 Oldgate, Raddesfield Hill, BOW, to whom they should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities Policy, full details of which will be supplied to all applicants. (35188) 670000

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINING BOARD
UNIVERSITY OF LONDON SCHOOL
EXAMINATIONS BOARD

GENERAL CERTIFICATE OF SECONDARY EDUCATION (MATURE) EXAMINATION

Appointment of Chief Examiners
(re-advertisement)

Applications are invited for the following appointments for the June 1988 examination. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 30 June 1987. Previous applications for these posts will be considered with any new ones received.

BIOLOGY ECONOMICS

Details from: The Secretary, (Room 215), University of London School Examinations Board, 31 Russell Square, London WC1B 3DN.

(13392)

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of EXAMINER IN ECONOMIC AND SOCIAL HISTORY (200) at ADVANCED LEVEL for the June 1989 examinations.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from: The Secretary General (A13), The Associated Examining Board, Six Hill House, Guildford, Surrey GU1 5JL, to whom completed forms should be returned by 15th June 1987. (35281) 600000

Peripatetic Posts

AVON COUNTY COUNCIL OF AVON MUSIC CENTRES

11 Middlesex Road, Radford, Bristol BS6 7VZ. Please see under Secondary Education/Music Scale 3 and above. (35014) 670000

CUMBRIA COUNCIL INSTRUMENTAL MUSIC SERVICE

TEACHER OF VIOLIN/VIOLA Scale 5

Required for September 1987 a suitably qualified and experienced person to work in liaison with the Carlisle area. Conducting and performing experience desirable.

Application forms and further details from the Director of Education, 5 Portland Square, Carlisle CA1 1PU (S.A.E. please) Ref: 1926/1. (35281) 670000

KINGSTON UPON THAMES ROYAL BOROUGH OF KINGSTON UPON THAMES

PERIPATETIC SUPPORT
TEACHER PRIMARY
SCHOOLS

(SPECIAL EDUCATIONAL
NEEDS)

Required for September 1987

A PART-TIME TEACHER (15/52)

To join the peripatetic team Applicants should have experience of teaching children with learning difficulties and should be prepared to extend their experience through in service training. Scale post and London Allowance 2785.

Further details may be obtained from the Senior Peripatetic Teacher, Mrs Elaine Frampton, 01-844 5181, ext. 26181.

Application forms are available from the Director of Education and Recreation, Kingston upon Thames (S.A.E. please) to whom completed forms should be returned by 18th June 1987.

AR 1987/1988/1989/1990/1991/1992/1993/1994/1995/1996/1997/1998/1999/2000/2001/2002/2003/2004/2005/2006/2007/2008/2009/2010/2011/2012/2013/2014/2015/2016/2017/2018/2019/2020/2021/2022/2023/2024/2025/2026/2027/2028/2029/2030/2031/2032/2033/2034/2035/2036/2037/2038/2039/2040/2041/2042/2043/2044/2045/2046/2047/2048/2049/2050/2051/2052/2053/2054/2055/2056/2057/2058/2059/2060/2061/2062/2063/2064/2065/2066/2067/2068/2069/2070/2071/2072/2073/2074/2075/2076/2077/2078/2079/2080/2081/2082/2083/2084/2085/2086/2087/2088/2089/2090/2091/2092/2093/2094/2095/2096/2097/2098/2099/2100/2101/2102/2103/2104/2105/2106/2107/2108/2109/2110/2111/2112/2113/2114/2115/2116/2117/2118/2119/2120/2121/2122/2123/2124/2125/2126/2127/2128/2129/2130/2131/2132/2133/2134/2135/2136/2137/2138/2139/2140/2141/2142/2143/2144/2145/2146/2147/2148/2149/2150/2151/2152/2153/2154/2155/2156/2157/2158/2159/2160/2161/2162/2163/2164/2165/2166/2167/2168/2169/2170/2171/2172/2173/2174/2175/2176/2177/2178/2179/2180/2181/2182/2183/2184/2185/2186/2187/2188/2189/2190/2191/2192/2193/2194/2195/2196/2197/2198/2199/2200/2201/2202/2203/2204/2205/2206/2207/2208/2209/2210/2211/2212/2213/2214/2215/2216/2217/2218/2219/2220/2221/2222/2223/2224/2225/2226/2227/2228/2229/2230/2231/2232/2233/2234/2235/2236/2237/2238/2239/2240/2241/2242/2243/2244/2245/2246/2247/2248/2249/2250/2251/2252/2253/2254/2255/2256/2257/2258/2259/2260/2261/2262/2263/2264/2265/2266/2267/2268/2269/2270/2271/2272/2273/2274/2275/2276/2277/2278/2279/2280/2281/2282/2283/2284/2285/2286/2287/2288/2289/2290/2291/2292/2293/2294/2295/2296/2297/2298/2299/2300/2301/2302/2303/2304/2305/2306/2307/2308/2309/2310/2311/2312/2313/2314/2315/2316/2317/2318/2319/2320/2321/2322/2323/2324/2325/2326/2327/2328/2329/2330/2331/2332/2333/2334/2335/2336/2337/2338/2339/2340/2341/2342/2343/2344/2345/2346/2347/2348/2349/2350/2351/2352/2353/2354/2355/2356/2357/2358/2359/2360/2361/2362/2363/2364/2365/2366/2367/2368/2369/2370/2371/2372/2373/2374/2375/2376/2377/2378/2379/2380/2381/2382/2383/2384/2385/2386/2387/2388/2389/2390/2391/2392/2393/2394/2395/2396/2397/2398/2399/2400/2401/2402/2403/2404/2405/2406/2407/2408/2409/2410/2411/2412/2413/2414/2415/2416/2417/2418/2419/2420/2421/2422/2423/2424/2425/2426/2427/2428/2429/2430/2431/2432/2433/2434/2435/2436/2437/2438/2439/2440/2441/2442/2443/2444/2445/2446/2447/2448/2449/2450/2451/2452/2453/2454/2455/2456/2457/2458/2459/2460/2461/2462/2463/2464/2465/2466/2467/2468/2469/2470/2471/2472/2473/2474/2475/2476/2477/2478/2479/2480/2481/2482/2483/2484/2485/2486/2487/2488/2489/2490/2491/2492/2493/2494/2495/2496/2497/2498/2499/2500/2501/2502/2503/2504/2505/2506/2507/2508/2509/2510/2511/2512/2513/2514/2515/2516/2517/2518/2519/2520/2521/2522/2523/2524/2525/2526/2527/2528/2529/2530/2531/2532/2533/2534/2535/2536/2537/2538/2539/2540/2541/2542/2543/2544/2545/2546/2547/2548/2549/2550/2551/2552/2553/2554/2555/2556/2557/2558/2559/2560/2561/2562/2563/2564/2565/2566/2567/2568/2569/2570/2571/2572/2573/2574/2575/2576/2577/2578/2579/2580/2581/2582/2583/2584/2585/2586/2587/2588/2589/2590/2591/2592/2593/2594/2595/2596/2597/2598/2599/2600/2601/2602/2603/2604/2605/2606/2607/2608/2609/2610/2611/2612/2613/2614/2615/2616/2617/2618/2619/2620/2621/2622/2623/2624/2625/2626/2627/2628/2629/2630/2631/2632/2633/2634/2635/2636/2637/2638/2639/2640/2641/2642/2643/2644/2645/2646/2647/2648/2649/2650/2651/2652/2653/2654/2655/2656/2657/2658/2659/2660/2661/2662/2663/2664/2665/2666/2667/2668/2669/2670/2671/2672/2673/2674/2675/2676/2677/2678/2679/2680/2681/2682/2683/2684/2685/2686/2687/2688/2689/2690/2691/2692/2693/2694/2695/2696/2697/2698/2699/2700/2701/2702/2703/2704/2705/2706/2707/2708/2709/2710/2711/2712/2713/2714/2715/2716/2717/2718/2719/2720/2721/2722/2723/2724/2725/2726/2727/2728/2729/2730/2731/2732/2733/2734/2735/2736/2737/2738/2739/274

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Required for 1st Septem-
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COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT AREA
SCHOOLS
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Kent DA1 8LZ
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Required September 1987
OUTDOOR EDUCATION SPE-
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£7,100 - £11,700, range

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Mrs. C. Allen, 100, English,
Kent, or Tel: (0843) 65547.

OXFORDSHIRE

SUMMER EFL TEACHERS

Required in Oxford. Short-
term vacation English Lan-
guage courses for over-
sight students aged 11-20. Ap-
plicants with appropriate qual-
ifications should apply.
For further details write to:
OAC International Voca-
tion, OX4 4JN. Tel: 700000
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QUALIFIED

EFL TEACHERS

For 2 and 3-week courses
September at centres in Lon-
don, Watford, Uxbridge, Bris-
tol, Southampton, Swansea,
Edinburgh and St Andrews.

Teachers include teaching
groups of foreign students on
weekday mornings and some
afternoon and evening groups
on excursions on some
Saturdays.

Write for application form
to: Anglo-European Study
Tours, 17 Glen House, Stag
Place, Palace Street, Exeter,
SW1E 5AG. (03803) 700000

RESEARCHER

Birmingham

The response to our advertisement which

appeared on the 17th April was so

overwhelming that we regret we are not able

to reply individually to those applicants who

have not been selected for interview.

We do apologise for not contacting you

personally and would like to thank you for

your interest in the position.

Personnel Department

CENTRAL INDEPENDENT TELEVISION plc

An equal opportunities employer.

CENTRAL

HINDLEAP WARREN

Applications are invited for:-

A) Outdoor Educational Instructor - main discipline

qualifications required. Salary £7105 - £8441.

Start date - as soon as possible.

B) Environmental Studies Instructor with experience

and an enthusiasm for Acclimatization/Earth

Education approach plus some experience in

outdoor pursuits. Salary £7105 - £8441.

Start date 1st September.

C) Temporary Instructor - Outdoor Pursuits -

1 year contract. Start date 1st September.

All posts require applicants to be dynamic people able

to relate quickly to a broad age range, and able to

handle the very full and committing responsibilities of

working with young people residentially. The

applicants should be able to adapt to a wide ability

grouping and be equipped to give a sensitive and firm

counselling when necessary. Accommodation may be

available for single staff. Applicants for posts A and B

should be over 21 and hold a clean driving licence.

Further information from The Warden (Julian Saxty),

Hindleap Warren, RH18 6JS, Telephone Forest Row

(034282) 2825.

(10003)

BRIDGEWAYS

needs

an R.S.W. with special responsibilities

for ACTIVITIES.

We are a unit situated on the edge of the Cotswolds, and we

work with teenagers in care who have special needs.

We have become aware that there is an element missing in

our work and so are in the process of developing this new

post.

We are looking for someone:

1) Who has had some relevant training and experience of

working with often challenging young people - particularly

in the organisation and participation of outdoor activities.

2) Who has the ability to work as part of a team, while being

able to undertake individual responsibilities of their own.

3) Who is resilient, able to communicate enthusiasm, and not

afraid of developing a post "from scratch" according to their

qualities and talents.

We are looking for an RSW to be a full member of our Care

Team, so the work would involve an amount of in-house

duties, on a rota basis, including some sleep-ins.

SALARY: £7,400 + 8% Allowance.

If you are interested in more information about this post

please contact Mrs. C. Allen on 046382 3238, or write to

Mrs. G. Marks for written info and application form. Bridge-
ways, Oldbury House, Eastington, Stonehouse, Glos GL10
3RT.

(10718)

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barino Val D'elsa, Florence.
Tel: 010 39 85 807 5210.
(45980) 940000

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Private school. Any age
range/location considered.
Contact Box TEB 0076
Priory House, St John's
Lane, EC1M 4BX. 940000

WANTED Experienced, qualified, head teacher seeks to buy an independent/preparatory school for children up to 11/13 years. All areas considered; Write T22 Box 00757, Priority House, 8

(continued)

AGENT:
Times Educational

GIVE THIS TO YOUR NEWSAGENT!

Please reserve/deliver a copy of The Times Educational Supplement for me every week until further notice.

Name: _____

Address: _____

Signature: _____ Date: _____